

**Self Study
for
Academic Program Review**

**Department of Philosophy
College of Arts and Sciences
University of Washington, Seattle**

Degrees Offered:

B.A. in Philosophy
B.A. in History & Philosophy of Science
Ph.D. in Philosophy
Ph.D. in Philosophy and Classics
Graduate Certificate in Ethics

Last Review of Department of Philosophy: 2006-2007

Last Review of Program on Ethics: 2009-2010

Academic Unit Leadership:

Andrea Woody, Chair, Department of Philosophy
Stephen Gardiner, Director, Program on Ethics

Submitted January 30, 2019

Table of Contents

Part A: Required Background Information	3
Section I: Overview of Organization	3
Mission and Organizational Structure	3
Budget and Resources	4
Academic Unit Diversity	6
Section II: Teaching and Learning	10
Student Learning Goals and Outcomes	10
Instructional Effectiveness	13
Teaching and Mentoring Outside the Classroom	14
Support for Academic Progress and Success	15
Section III: Scholarly Impact	17
Section IV: Future Directions	21
Part B: Unit-Defined Questions	25
Part C: Appendices	28
Appendix A: Organizational Chart	
Appendix B: Budget Summary	
Appendix C: Information about Faculty	
Appendix D: Degree, Enrollment, and Admissions Data	
Appendix E: Graduate Student Fellowships and Awards	
Appendix F: Professional Development Support: Philosophy Branches Out	
Appendix G: Information about Faculty Hires, Retirements, and Resignations	
Appendix H: Faculty Committee Assignments 2018-19	
Appendix I: Recommendations from 2007 Department Review	
Appendix J: Program on Ethics Report	
Appendix K: Program on Ethics Newsletters (2017, 2018)	

PART A: Required Background Information

Section I: Overview of Organization

Mission and Organizational Structure

Mission: The Department of Philosophy at the University of Washington is a community of philosophers with an expansive vision and an outward focus. We aspire to practice “engaged philosophy,” believing that our discipline has vital contributions to offer all areas of inquiry. We aim, through our teaching and research, to foster interdisciplinary conversations in which philosophical tools and methods are brought to bear upon problems and topics of public interest. We are committed to:

- building an inclusive community of scholars who thrive on diverse perspectives,
- pursuing innovative research agendas that have impact beyond the walls of the academy,
- embracing evidence-based teaching methods that inspire all our students and enable them to cultivate the skills of lifelong learners,
- training graduate students for impactful professional careers, and
- demonstrating the value of philosophical inquiry across campus and in the local, regional, and global communities we inhabit.

Programs of Study: The Department of Philosophy and the Program on Ethics offer the following programs of study:

- B.A. in Philosophy
- B.A. in History & Philosophy of Science
- Undergraduate Minor in Philosophy
- Undergraduate Minor in Ethics (based in Program on Ethics)
- Ph.D. in Philosophy
- Ph.D. in Philosophy and Classics
- Graduate Certificate in Ethics (based in Program on Ethics)

Information about degrees and certificates granted, enrollments patterns, and more articulated demographic data for the PhD program is presented in Appendix D.

Organizational Structure: The department currently has fifteen faculty members, four of whom are the core members of the Program on Ethics. The department also has a core staff of six people: an administrator (who handles fiscal services), a graduate program adviser, an undergraduate program adviser (part-time), a program coordinator, an outreach coordinator (part-time), and a technology support/computer specialist shared with the two other departments (Economics, Sociology). [Refer to Appendix A: Organizational Chart.] Faculty and staff work closely to administer the graduate and undergraduate programs. The Graduate Program Coordinator/Director of Graduate Studies (faculty position) works in tandem with the Graduate Adviser (staff position), and likewise for the Director of Undergraduate Studies and the Undergraduate Adviser.

Governance: While day-to-day decision-making in the department is handled primarily by the chair, in coordination with staff, faculty members determine policy issues and any substantive academic matters jointly. The whole department faculty meets 1-2 times per month to discuss

business and make decisions. Department committees comprised of a subset of faculty, staff, and in some cases graduate students, handle issues that cannot be handled effectively in regular faculty meetings. [See Appendix H for a list of department committees for 2018-19.] Faculty members of the Program on Ethics are full members of the department faculty, and participate fully in all departmental functions. At the same time, the Program on Ethics has a degree of autonomy with respect to its activities and events, and its core faculty members meet separately to decide issues internal to Program on Ethics activities.

Graduate students select representatives to attend all faculty meetings, and faculty often request input from graduate students about decisions that could affect them or for which they have relevant experience (e.g. scheduling of classes). Graduate students also actively participate on many committees, including the department climate/diversity committee and the teaching innovation committee. The chair meets formally four times a year with the department Advisory Board (most of whom are alumni of our department) and meets one-on-one with Advisory Board members to solicit advice and feedback as needed. Department staff work collaboratively, and often undertake projects, such as event planning and facilitation, jointly. Many faculty hold adjunct appointments, or other enduring connections, to other units on campus. It is natural to reach out to these units for partnerships and advice at appropriate times.

Budget and Resources

The Department of Philosophy and the Program on Ethics rely primarily on state supported general operating funds (GOF) for faculty, staff and graduate student salaries, benefits, and operating costs. A summary of department finances over the past three biennial budget cycles is provided in Appendix B. With the exception of funds for hourly work, funding in all major categories has decreased over the period from July 2013 to June 2019. Brief comments on each category are provided below. Significant budgetary events have been cuts specific to funding for TA/RA salaries in 2016 and a 1.5% reduction in total department GOF funds in 2018. Over the past decade, funding from external grants has become more significant for the department, and this revenue has been instrumental in sustaining funding for our graduate students.

Faculty: The decrease to funds for faculty salaries is solely the result of a decrease in the number of faculty in the department due to faculty retiring and moving to other institutions. The overall decrease appears modest because loss of faculty is coupled with rising costs for the remaining faculty. [A 2% annual increase over the period 2013-2019 would correspond to a biennial budget of approximately 2.35M for 2017-19. Such an increase would be less than the corresponding increase in cost of living and would provide no funding for promotions.]

Staff: A budget cut in 2018 of 1.5% in permanent GOF funds resulted in the loss of one of two technology support staff (shared by the departments of Economics, Sociology, and Philosophy), in addition to a small cut in TA funds to the Program on Ethics. Loss of a staff tech position has resulted in reduced service for faculty, graduate students, and staff. In addition, it has made staffing the remaining position more precarious because the job is more demanding and stressful, while now also solitary.

TA/RA Positions: Funding for TA/RA positions has decreased markedly over the past three biennia. There have been two cuts to permanent GOF funding and the availability of temporary funds for instruction has also decreased. During this same period, all Academic

Student Employees (including TAs and RAs) have received substantial raises (totaling 45% for 2013-18) through union negotiated contracts. The substantial increase in the cost of TA positions has effectively magnified the impact of direct cuts to permanent funding for TAs. In response to the first round of permanent cuts, in 2016 we accepted no incoming class of graduate students. Cumulatively, the consequences have been similarly dramatic: 10 years ago, we were able to fund 24 TAs through permanent and temporary funds from the College. In the past year, we have funded only 12 TA positions, and having fewer TAs has required restricting enrollment, especially in large lecture courses. The size of our graduate program has shrunk during this period, but losses have been counterbalanced to some extent by faculty success in securing external funding. Faculty increasingly apply for and receive grants, which provides recapture funds that can be used for TA positions (though at the cost of fewer faculty teaching) and in some circumstances direct funding for graduate student RA positions.

The department has vigorously pursued other sources of funding for our graduate students, with some noteworthy successes. Sara Goering's development of the "Neuroethics Thrust" for the Center for Neurotechnology has provided graduate student support from substantial NSF and NIH external grants. Currently, this funding provides 2 yearlong RA positions as well as supplementary stipends for a variety of graduate and undergraduate students. Steve Gardiner's recent NSF grant for the ethics of geo-engineering provided a 2-quarter RA position in 2017. Locating the editorial office for the journal *Philosophy of Science* at the University of Washington has provided a full-year managing editor position (including summer funding) for a minimum of 5 years. We also receive limited TA funding from other units on campus (e.g. Program on the Environment and the Honors College) for teaching contributions to their programs. Our Graduate Program Coordinator and Graduate Adviser vigorously pursue fellowship funding for our students. We consistently apply for and have had good success in receiving Top Scholar Awards and Graduate Opportunity and Minority Achievement Program (GO-MAP) funding from the university for incoming graduate students. The department makes a dedicated effort to nominate graduate students for university awards every year.

Operations: Despite the general increase in operational costs, permanent funds for department operations have decreased over the past three biennia, from \$91,100 to \$88,796 for the Philosophy Department and from \$58,030 to \$52,582 for the Program on Ethics.

Advancement:

Endowments and gifts to Philosophy reduce the impact of reduced state funds. There are 6 endowed funds and 15 gift funds that fund one faculty position (Fourie), faculty travel, and research; graduate student fellowships, stipends, conference travel, awards, and a graduate student library; undergraduate scholarships, travel & awards; and department conferences, workshops & events. Because the number of events sponsored by the department and Program on Ethics has increased significantly over the past decade, donations have assumed a more crucial role in department financing.

In recent years, chairs of the department have secured donations that provide valuable new support for faculty and graduate students, including:

- 1) A faculty research award (two quarters of release from teaching over two years plus funding for a public event), which also funds a graduate student for one quarter at the dissertation stage.
- 2) Seed funding for faculty initiatives: providing small grants for workshops and events and other initiatives proposed by faculty during an annual selection process.

- 3) Two gifts that fund speaker series, one unrestricted and the other devoted to public lectures in the philosophy of physics.

Decision-making about Budgetary Matters: Decision-making regarding department operations rests primarily with the chair of the department working in close coordination with the Department Administrator. Key personnel are consulted as appropriate. For example, every January the chair works with the Graduate Program Coordinator and the Graduate Adviser to determine how many graduate students can be admitted for the coming year in light of financial obligations to continuing students and available funding for the coming year(s). The chair works closely with the Director of the Program on Ethics to handle financial matters that involve both departmental and program funding sources, such as TA and staff positions. The Department Administrator is especially crucial in helping the chair maximize use of temporary funds, such as hourly wages, which can be put to a variety of uses as needed, including coverage for graduate student funding and hiring of temporary lecturers for single courses to cover faculty on leave.

Academic Unit Diversity

Diversity Plan Summary: The UW Department of Philosophy is committed to recruiting top faculty and students from under-represented minority (URM) groups with diverse backgrounds. In our most recent faculty hiring process (in 2015), a concerted effort was made to encourage applications from URM scholars and a central element of the rubric used to evaluate all candidates was potential contributions to diversity. Recent hiring requests have focused on positions with considerable potential to draw diverse faculty. We have asked for specialists in philosophy of race and have coupled both critical race studies and feminist scholarship as areas of competence for positions requested in philosophy of law and philosophy of biology. (Unfortunately, our hiring requests have not been granted.) The department is currently developing an articulated hiring plan for the next 1, 3, and 5 years, and a central goal of those plans is to optimize our chances of increasing faculty diversity. For our PhD program, we partner with GO-MAP, work with the McNair Scholars program, and practice holistic admissions to recruit graduate students from groups under-represented in the field of philosophy, including women and people of color [see demographic data for the graduate program in Appendix D]. The department has an active climate/diversity committee, and we host events designed to ensure the retention and success of our diverse student body. We are also working hard to diversify the materials included in our coursework to be more inclusive of diverse perspectives, encourage a critical stance with respect to the existing philosophical canon, and provide opportunity for the widest range of students to feel at home in our classrooms.

Climate/diversity committee: The department climate/diversity committee began in 2012. The climate/diversity committee includes faculty, staff, and graduate students, and has diverse representation of women, faculty and students of color, and students who identify as gender queer. The 2018-19 Committee is composed of 5 faculty (3 senior, 1 junior, 1 lecturer), 1 staff member, and 4 graduate students (with 7 females, 3 males, 4 persons of color, and 1 LGBTQ person). The committee meets regularly to address department climate issues and undertake initiatives to support diversity in our department and throughout the profession.

Diversity of faculty and staff: We currently have 15 full-time faculty members (13 tenured or tenure-track, and two lecturers). Of these, 5 identify as women, 10 as men; 2 identify as people of color. Our department is relatively highly ranked (#11 in 2018: <http://women-in-philosophy.org/#>) nationally for the number of women faculty members, though we have dropped in those rankings given recent retirements and faculty moves. We have 6 staff members (3 are part-time or shared with other units). Of the staff members, 5 identify as women, 1 as a man; no staff members are from racial/ethnic under-represented groups. Following an impending retirement, we will search for a new administrator, offering an opportunity to diversify the staff.

Recruiting traditionally under-represented graduate and undergraduate students: For our PhD program, recruitment strategies involve efforts to (i) encourage a diverse set of applicants, (ii) give appropriate weight to diversity in reviewing applications, and (iii) demonstrate and communicate support for applicants once accepted.

Through the National Name Exchange program and the McNair Scholars undergraduate program, we engage personally with many URM and first-generation prospective students in advance of our application deadline. The graduate program advisor (GPA) and graduate program coordinator (GPC) meet with prospective students who come to campus to discuss the application process, the students' interests, and the department's strengths. Our graduate students and alumni help us recruit students from summer programs (PIKSI, UCSD, Rutgers) designed to support women, URM, and disabled students interested in pursuing graduate work in philosophy. (Our own UW undergraduates, who we support to attend such summer programs, further help with recruitment to our PhD program.) Our website—often the first contact for prospective students—describes our active departmental climate/diversity committee and local chapter of MAP [Minorities and Philosophy (MAP) Initiative: <http://www.mapforthe-gap.com/>].

Relevant faculty and staff members regularly participate in the UW Graduate School's diversity programming for faculty and staff. After attending an admissions workshop, the department implemented an explicit plan for holistic graduate admissions. We invite representatives from the Graduate Opportunities and Minority Achievement Program (GO-MAP) to meet with our admissions committee to develop effective strategies for holistic admissions prior to review of applicant files (e.g., reviewing the personal statement, writing sample, and letters of recommendation prior to consideration of GPA and GRE scores), with an eye to addressing implicit bias and ensuring diverse applicants are given due consideration. The GPC also reviews individually all files from URM applicants to guarantee no promising candidate is overlooked.

We receive up to 100 applications to the PhD program each year and typically aim for incoming classes of 2-5 students. Our yield for women and URM students is significant [See Admissions Data in Appendix D]. Here are the profiles of the incoming classes for the past 4 years:

2018-19 (5 students total): 1 URM (UW GOP award winner), 2 women, 2 trans-identity students

2017-18 (4 students total): 1 URM (UW GOP award winner), 2 women

2016-17: no incoming class due to funding cuts

2015-16 (5 students total): 1 URM, 2 women, 2 gender-fluid students

(In the US, women remain a significant minority in philosophy, at ~20-25% of the student and faculty population; people of color fare far worse:

https://cdn.ymaws.com/www.apaonline.org/resource/resmgr/data_on_profession/FY2017-Demographic_Statistic.pdf).

It is worth noting that women and URM students who accepted our offers of admission during this period cite the department's reputation for a welcoming climate and commitment to diversity as a major factor in their decision to attend UW.

Our curricular offerings play a major role in drawing a diverse set of undergraduates to the department. Our courses include offerings in philosophy of race, implicit bias, epistemic injustice, feminist philosophy, political philosophy, and new courses drawing on the continental tradition. The department is generally known for a grounded approach to philosophy that ensures a connection to real-world problems (e.g., implicit bias, climate change, immigration policy, racial injustice, disability justice). In addition, the department's climate committee has spearheaded an effort to diversify our curriculum, distributing resources for more inclusive reading lists and topics in traditional philosophical fields and encouraging faculty to revise and innovate their syllabi in inclusive ways.

Additionally, the climate/diversity committee has organized "meet and greet" sessions that reach out to undergraduates from traditionally underrepresented groups (women, people of color, disabled people, gender queer people, etc.), welcoming them to the department and offering options for mentoring relationships (e.g., between graduate and undergraduate students). We distribute information about GO-MAP activities to our students, and faculty often attend and accompany interested students to show support. For students unsure about career possibilities, the undergraduate adviser organizes sessions on non-academic career paths using philosophy and pathways into professional schools from a philosophy major. Such sessions can be especially helpful for URM and first generation undergraduates.

Support structures and retention for traditionally under-represented students:

The department facilitates ongoing support structures for our PhD students including: a) quarterly women in philosophy potlucks; b) climate/diversity committee-sponsored sessions to support mental health; and c) social events designed to foster community. Our MAP chapter works with the colloquium committee to ensure diverse representation in our visiting speakers. A Simpson Center for the Humanities Grant ("Philosophy Branches Out") helped us to set up "micro-immersion" experiences for our graduate students to work with non-academic partners in industry, non-profits, and education. Given that many URM students express hesitation at pursuing a PhD in philosophy due to limited job prospects in academic philosophy, this program aims not only to support our current students, but also to aid our recruitment efforts by pioneering a more inclusive definition of placement "success" after graduate school.

Our faculty and advisers actively seek out opportunities for URM students. Our URM graduate students have been nominated for and won a variety of prestigious fellowships and paid positions (e.g., IESUS, SSHRC, Humanities without Walls, the Philosophy in an Inclusive Key Summer Institute (PIKSI) grad assistant, Rutgers Summer Diversity Institute for Philosophy grad assistant, GO-MAP scholarships, etc.). Our mentoring continues past degree completion, and we take pride in alumni accomplishments. Two recent alumnae won diversity grants from the American Philosophical Association to fund their own outreach programs for young children and

high school students, respectively, both aimed at increasing access to philosophy for diverse URM populations.

We also encourage our graduate students to build relationships with scholars across campus. Last year's GOP recipient took GRDSCH 630: Leadership Firesides to meet with leaders across campus and develop her own leadership skills. Another URM student participated in the Jackson School Summer Program on Global Indigenities, won a prestigious GO-MAP Institute for Ethnic Studies in the US (IESUS) fellowship, and recently received the Latinx Scholars Graduate School Fellowship (LSGSF). We have had a URM student serve as a Washington Institute for the Study of Inequality and Race (WISIR) fellow, and currently have two URM students in RA positions that provide relief from teaching duties and offer research and publishing opportunities with their faculty mentor. One of our current URM students won a prestigious GO-MAP dissertation award to start in January 2019.

Even with these efforts, we recognize that we have more to learn about successful retention of the URM and women students we recruit. In the past several years, we have had several students transfer to different graduate programs in philosophy and in education (with the aim of finding mentors who share their URM status and particular philosophical interests or because of a change in career ambitions). While recognizing that graduate school is in part about finding one's preferred career path (and moving from our program might represent a productive decision for a different path more than a failure on our part), we know that we can continue to improve our strategies to retain URM and women students.

Outreach and initiatives:

In the past two years, our department's climate/diversity committee developed mini-conferences on inclusion and diversity for the Pacific division of the American Philosophical Association meetings (2017 in Seattle, 2018 in San Diego), crafting multiple sessions for each event to facilitate scholarship and conversation centered on diversity at the national level. Speakers included some of our own URM students (as well as past and present women faculty), helping them build networks of support for themselves in the discipline.

Current graduate students are also active in developing outreach activities that help to demonstrate the impact of philosophical work. Many students coach for the high school Ethics Bowl held each winter at UW. With the help of a 2018 MAP grant, one of our URM graduate students is working to make Ethics Bowl more inclusive and diverse by reaching out to area schools with diverse student bodies that have not yet participated in the past. This same student is implementing an Ethics Bowl for the Gig Harbor Women's Prison (where he and two other grads have taught college-level philosophy courses), with the help of a departmental award for "innovative philosophical projects." Two graduate students have won Mellon fellowships from the Simpson Center for the Humanities to build bridges between two-year colleges and the University of Washington. Faculty members are very supportive of this kind of outreach work and encourage graduate students to get involved and expand the reach of philosophy.

Institutional resources for faculty recruitment: Because the department has not been authorized to search for new faculty members since 2015, we have not generally been in a position to seek resources available through the Office of the Associate Vice Provost for Faculty

Advancement for recruiting and retaining tenure-track faculty. The Vice Provost was consulted in relation to retention of a URM faculty member in a Lecturer position. Financial resources were not available in that instance because the position is not tenure-track. We hope to make use of this office and its resources to recruit and retain diverse faculty for new hires, hopefully in the near future.

Support for female and URM faculty: The department aims to minimize service work for faculty in the first years of employment, and especially prior to tenure. The current size of the department, however, makes this hard to accomplish, and female and URM faculty are more likely to be pressed to undertake university-level service work under pressures for committees to be properly representative. The chair tries to provide appropriate shielding for faculty, when needed, and also takes responsibility for ensuring that all faculty can speak and be heard during faculty deliberations. This includes management of discussion in faculty meetings as well as conversations outside of meetings and an open door policy. The department encourages and helps faculty with applications for teaching-relief grants. It also provides flexibility around university parental leave policies and tries to maintain a family-supportive work environment that allows appropriate balance of professional, personal, and familial obligations.

Section II: Teaching and Learning

Student Learning Goals and Expected Outcomes

The department offers an undergraduate major in philosophy and partners with the department of history to offer an undergraduate degree in history & philosophy of science. It also provides an undergraduate minor in philosophy. At the graduate level, the department offers a Ph.D. in Philosophy, as well as the option for a Ph.D. in Philosophy and Classics. (Note: The department does not offer a free-standing M.A. degree, but does award the M.A. degree as part of the process of obtaining a Ph.D.) The Program on Ethics offers an undergraduate minor in ethics and a graduate certificate in Ethics. The Philosophy department also administers an interdisciplinary graduate certificate in Science, Technology, and Social Studies of Science (STSS) located within the Graduate School. In what follows, we describe learning goals and outcomes for (i) the undergraduate programs and (ii) the Ph.D. program. Discussion of the Ethics Certificate is included in the Program of Ethics report provided in Appendix J.

Undergraduate Programs

Graduates of the Department of Philosophy acquire considerable skills in abstract thinking, analysis, and critical writing (i.e. constructing and critiquing arguments). Student coursework is subjected to constructive critical scrutiny, and as a result, students gain increased competence in expository clarity, logical rigor, and analytical skill. Because of these skills, philosophical training is invaluable in almost any area of life. Recent graduates have been successful in software development, financial planning, journalism, teaching, and law. A few go on to graduate school and become professional philosophers.

Philosophy is an excellent undergraduate major for pre-professional students. It is perhaps ideal for those who aspire to work in the legal profession. The history and philosophy of science major is of particular interest to those planning careers in the sciences. Courses in ethics offer students in any field the opportunity to think clearly about the normative dimensions of their careers. Because the skills of philosophical analysis can be applied widely, philosophy can be a valuable, and complementary, second degree for any major, whether in the physical sciences, social sciences, arts, or humanities.

Student learning is evaluated in a variety of ways, including research papers and others essays; written exams; and low-stakes quizzes and reading responses. Noteworthy of our department is that many faculty follow evidence-based practices in the use of technology to facilitate and evaluate student learning. For example, over half the department members quiz students with classroom response systems such as Poll Everywhere, a practice that evaluates students and simultaneously creates an active-learning environment in lecture classes. The department also requires honors students to compete a capstone course, providing them with the opportunity to synthesize knowledge and extend their skills through a final project.

The department measures student satisfaction primarily in two ways: (i) by requiring faculty to have student evaluations in every course; and (ii) by providing an exit survey to all majors upon completion of their degree. This survey does not include questions that would signal students' underrepresented status, however, because doing so would risk compromising anonymity, given the number of students in the department.

The department has used findings from the exit survey in a number of ways. Student desire for greater variety of course offerings, especially in the area of existentialism (in which the department had no courses) prompted the creation of a new introductory course, PHIL 149: Existentialism and Film. That course was first taught in Spring 2017 to maximum enrollment. A second finding of the exit survey was that some students desired an alternative to the logic requirement. In response, we expanded the requirement to allow either formal logic or our practical reasoning course to fulfill the requirement.

Courses typically taken by undergraduates who will not be majors include all of our 100- and 200-level courses. The learning goals for these courses typically include goals included in our courses aimed at majors—e.g. argument reconstruction and evaluation—since these service courses are a primary source of new majors for the department. But many of these courses also articulate learning goals aimed specifically at non-majors. For example, PHIL 115: Practical Reasoning states that students will learn how to “apply skills of practical reasoning to many different parts of your life”; PHIL 114: Philosophy of Law states students will learn how to “read and analyze judicial opinions and will learn to think and write philosophically about the law”; goals for PHIL 242: Environmental Ethics includes “practice thinking philosophically about real-world environmental challenges.”

Ph.D. Program

The department's PhD program is structured to help students attain the knowledge base and communication skills (written, verbal, and social) needed to thrive in academic as well as other professional contexts. To achieve breadth in coursework, the program requires that students take

at least three courses in each of three distribution areas (history, metaphysics and epistemology—broadly construed, and ethics/values) in addition to one formal methods course. To ensure depth in coursework, students must take at least six seminars where class reading, discussion, and written work permit intensive focus on special topics. Graduate students are encouraged to use a seminar paper as the basis for their qualifying paper, which is due in the spring quarter of their second year. A successful qualifying paper allows students to move on to the next phase of the program: preparing a dissertation project. Historically, we have offered 2-3 graduate seminars per quarter to scaffold graduate training and the qualifying paper process. However, limited faculty to teach has forced us to reduce the number of seminars next year; and, we are concerned about the impact on our most recent and incoming cohorts. Once students pass the qualifying paper process, they are required to enroll in two quarters of the Proseminar course—in fall quarter to help them write the literature review that serves as groundwork for their dissertation prospectus, and in spring quarter to develop and workshop drafts of the dissertation prospectus.

With the exception of formal courses, graduate coursework is assessed primarily on the basis of students' written work and (for many faculty) their participation in class discussion. Students receive feedback on individual assignments, in quarterly course performance evaluations, and from an annual faculty meeting to discuss graduate student progress (after which the GPC sends short summary reports to individual students). In anticipation of the end of year faculty meeting, students write self-evaluations in consultation with their faculty advisors.

Each year the department seeks input from graduate students via self-evaluations that include questions on how the department can better serve their individual needs. Students write and share these with their faculty advisor (who then shares relevant features with the full faculty at our end-of-year meeting). Students also give feedback through standard course evaluations in most graduate courses. In addition, we have two elected graduate student representatives who attend faculty meetings and share graduate students' perspectives and concerns regarding departmental programming and decisions. Graduate students are included in almost all of our committees (e.g., curriculum and teaching innovation, climate/diversity, program review, and faculty searches). Student-focused panels form part of our informal Monday lunch series each quarter, leading to shared faculty/student discussions on issues ranging from creating good writing habits to thriving in the first two years of graduate school, with plenty of opportunity for dialogue on the departmental climate and practices. The climate/diversity committee is another space for student concerns to be aired, with an open policy for students to contact any committee member (including faculty, staff and students) with an issue, with the promise of confidentiality if desired.

More formally, the department has surveyed graduate students to gather more comprehensive feedback, especially at opportunities for major change within the program. For instance, in 2011, the department set up a committee to investigate how the qualifying paper process was working after recognizing that many students were not thriving in their second year, paying scant attention to coursework, and struggling with the challenge of balancing their many academic and teaching commitments. After reviewing many programs around the country to better understand the range of options for the qualifying process, and realizing that the UW process was somewhat out of line with the norm at our peer institutions, we conducted a survey to better understand what created strain for graduate students, and what alternatives might be suitable (the survey

included faculty, current graduate students, and alumni). The result of this study was a significant shift in the graduate program, from 3 required papers spread across our distribution areas, to a single qualifying paper. To ensure that student coursework would help students develop writing skills across philosophical areas, we required that graduate students write term papers, rather than a series of shorter papers or essay exams, in all of their courses (with the exception of logic). Students also expressed some concern about the lack of structure in the program following the qualifying process, so we implemented a literature review requirement in the fall quarter of the third year (as part of the proseminar). Preliminary data suggest that although the pass rate *among students who submit qualifying papers* has gone down slightly under the new 1-paper system, this is offset by the fact that a higher proportion of students who enter now submit qualifying papers (only 1 student has left without submitting a paper under the new system). Overall, under the new system, the proportion of students entering the program who pass the qualifying paper at the level needed to enter the PhD program has increased. In fall 2018, the department is once again surveying graduate students about the qualifying process to better understand the pressure points of the new one paper system, and consider possibilities for improving upon it.

There have been other changes in response to student feedback. Following the 2011 survey, and some survey data indicating uncertainties about the value of advanced formal logic for all graduate students, the department changed its logic requirement to a broader formal methods requirement, including options for courses on statistics, induction and probability theory. In 2016, recognizing the difficulty of placing students who graduate in tenure-track or long-term academic philosophy positions, the department ran a survey of graduate students to gauge interest in non-academic careers using philosophy. While most students had an academic career as their first preference, they recognized the difficulties of the current academic job market, and recognized that non-academic careers might be preferable to multiple temporary adjunct positions. In response, we began collecting resources on non-academic careers using philosophy, and with the help of a Simpson Humanities Center grant (“Philosophy Branches Out” – see Appendix F), ran a series of panels and talk, and offered micro-immersion experiences in non-academic workplaces.

URM students make use of all of these avenues for providing feedback on the program, and faculty who are assigned as their mentors take care to check in with them on URM-specific concerns, and to share university resources (e.g., GO-MAP opportunities) with them and encourage building community both within the department and across the campus (for more on the range of these opportunities, see discussion of Unit Diversity in Part A of this document).

Instructional Effectiveness

The department evaluates the quality of instruction in several ways. Every faculty member is required to administer standardized teaching evaluations for every class they teach. Faculty members are also required to undergo a regular peer evaluation (annually for junior faculty and lecturers; semi-annually for Associate Professors; every three years for full Professors). TAs undergo annual faculty evaluations.

Faculty and TAs have multiple avenues of pedagogy instruction. Faculty members participate in Faculty Fellows, the university's faculty orientation program that includes substantial pedagogy instruction. Several faculty members also have participated in the university's Technology Teaching Fellows program, aimed at fostering effective use of technology in teaching. Many faculty participate in the university's Evidence-Based Teaching (EBT) program, a peer-mentoring program that teaches faculty how to implement evidence-based pedagogy in their classes. The department is one of the few units on campus to run a department-specific EBT group, the results of which are being used to redesign instructional practices in numerous courses.

TAs receive instruction, first, from the university's TA Conference for new graduate students. The department requires that TAs attend several sessions aimed at instruction, such as "Canvas: Conquering Assignments and Grading", and "Equity and Access: Teaching Practices in the Diverse Classroom". Second, graduate students must attend a department orientation that includes a session on teaching and FERPA training. Third, the department has a pedagogy graduate seminar, PHIL 505: Teaching Seminar, which graduate students must take twice, once during their first Autumn quarter and again in their first Winter quarter.

Participation in these programs by faculty and graduate students has resulted in a great many instructional changes. An increasing number of faculty are using evidence-based instructional techniques like classroom response systems such as clickers or Poll Everywhere, often combining them with other active-learning techniques like think-pair-share and random call in order to create highly interactive environments even in large lectures. Many faculty also use rubrics for evaluating essays and other assignments in combination with scaffolded writing assignments and low-stakes activities that prepare students for lecture and quiz sections.

The department has created a number of structures and systems to ensure that graduate students have ample opportunities to assess their teaching with an eye towards improvement and innovation. Graduate students must attend at least 5 sessions of the TA Conference hosted by the Center for Teaching and Learning held every September as part of their orientation. Required sessions include technical instruction on the Canvas LMS and a session on diversity in the classroom. In addition, first year students are required to take two quarters of Philosophy 505, a Seminar in Teaching Philosophy run by our department's Curriculum Coordinator, Ian Schnee, who is also a leader in the Evidence-Based Teaching initiative at UW. TA teaching is evaluated by faculty and by student teaching evaluations (from OEA) every quarter. In addition, each graduate student has a faculty and a peer observe (and write evaluations of) their teaching every year. To recognize excellence in teaching among our graduate students, the department awards an annual teaching award on the basis of submitted teaching portfolios. To improve the quality and efficiency of teaching, the department has created a Teaching Site in Canvas where faculty and graduate students can develop and share teaching resources and materials.

Teaching and Mentoring Outside the Classroom

The department has several practices and programs for teaching and mentoring students outside the classroom. The department initiated a series of public lunch-time discussions centered on a common theme and facilitated by concise presentations from faculty, graduate students, and invited experts from across campus. Topics have included immigration and the refugee crisis

(2016), issues in the aftermath of the US Presidential election (2017), and the ethical and epistemic landscape of testimony (forthcoming in Spring 2019). These events have been well attended by undergraduate students as well as the university community outside of the department. The department also sponsors and advises the Philosophy Club, an undergraduate organization that provides student leadership opportunities in an informal setting for pursuing fun and interesting philosophical projects.

Opportunities for independent studies and experiences that reach beyond the existing curriculum occur with regularity. For example, in Spring 2018 Ben Feintzeig ran an independent study for five students who wished to study Gödel's incompleteness theorems. The Center for Philosophy for Children trains philosophy students, both undergraduates and graduates, to facilitate philosophical explorations in K-12 classrooms. It also provides UW students opportunities to coach high school Ethics Bowl teams. The department has several active and longstanding reading groups (in feminist philosophy and in philosophy of science) that include faculty, grads and undergraduate students, and other reading groups are formed around other specific topics (e.g., a meta-ethics reading group) or specific books (e.g., a reading group on Haslanger's *Resisting Realities*).

Both undergraduate and graduate students sometimes take on formal roles in grant-funded projects (e.g., NSF funded grant on the ethics of geoengineering; NIH funded grant on agency and neuroethics; NSF funded grant on neural engineering, with an ethics group), Center- or Program-based projects (e.g., through the Center for Philosophy for Children and the Program on Ethics) or journal offices (e.g., managing editor for *Philosophy of Science*, or *Hypatia* when it was housed at UW). These positions may provide funding as an RA, a small stipend above and beyond the typical TA or RAship, or for undergraduates, independent study credits.

Support for Academic Progress and Success:

Undergraduates:

The department has an undergraduate adviser (75%), Gina Gould, dedicated to ensuring that our undergraduates make steady academic progress. She meets one-on-one with majors, prospective majors, minors and any other undergraduate student or potential student. She answers questions about the program and classes, advises students on graduate and professional school options, assists students with academic planning. For example, she helps them resolve academic or administrative issues as well as providing referral to outside resources for help with personal and financial issues. These conversations with students inform the planning and scheduling of the department's courses in order to avoid obstacles to students' progress. With over 20 years of experience as the department's undergraduate adviser, she also supports students indirectly by advising the faculty on policies. According to the exit survey 91% of the students rated the effectiveness/helpfulness of the department's undergraduate advising as excellent (61%) or very good (30%).

Because the Philosophy Department is committed to developing students' analytical writing skills, in 1991 the department established a writing center staffed by two undergraduate tutors that was open no more than 8 hours each week. Today the Philosophy Writing Center continues to be an excellent resource for ensuring the success of all students taking philosophy classes. It

has grown considerably beyond its modest start, now staffed by four undergraduates supervised by an advanced graduate student and generally open 30 hours per week. Funding for the center has shifted from the original university support to a combination of funding internal to the department and the College of Arts and Sciences. We are committed to preserving a stable funding stream for this valuable department resource.

The department has developed several programs to prepare undergraduates for the next phase of their academic and professional lives. The department has a large number of alumni in the local area representing a great number of industries and professions, including technology, engineering, law, and teaching. One way the department uses this resource is by running regular career-guidance events with an alumni panel; in Winter 2018 the panel included a dozen alumni from different fields, and the department has also run panels with a specific focus, such as law or medicine (Autumn 2018). A second way the department uses this resource is a recently created mentoring program, which pairs interested students with an alum in a targeted field.

Graduate Students:

The department has created a number of systems and relationships to ensure graduate students make steady academic progress through the program. In their first year, we pair students with a faculty mentor and a peer mentor. Each quarter, the Graduate Program Assistant tracks each student's course requirements and advises them on course planning. The Graduate Program Assistant and Graduate Program Coordinator check in with students regarding incompletes during their coursework period in addition to informal mentoring conversations and check-in's. At the annual meeting between students and their faculty advisor / dissertation chair, students and advisors assess progress and make plans for the following year. Finally, the department discusses progress for each graduate student at its annual meeting, and the GPC relays recommendations, concerns, and praise to the students.

The Graduate Adviser, Britta Anson, and the Graduate Program Coordinator, Carole Lee, serve as consistent sources of support for graduate students throughout their time in the department. They provide an enduring human presence as they mentor students, often through one-on-one meetings; keep students mindful of relevant requirements and policies; dispense valuable information about opportunities and strategies for graduate student success; and provide moral support during challenging times.

Financial security is another important component in smooth and timely progress through a graduate program. All students entering the PhD program are provided a 5-year funding package (with the possibility of extension for students making good progress if funds are available). In recent years, students at UW have benefitted from significantly increased stipends following unionization of academic employees (ASEs). Since the 2005-06 academic year, the department has sought to improve the attractiveness of our funding package by offering prospective students \$2000 summer stipends for the first two years (before they are permitted to solo teach) and, since 2011-12, a \$1000 moving expense (to help defray costs of moving to Seattle). In addition, we have committed to providing each student one quarter off from teaching during their first year. This shift in how funding is allocated serves several purposes: it helps recruit top students to our program by making our funding packages closer to those at our peer institutions; it helps our first year students make good progress and complete their courses while they are learning to teach;

and it addresses to a limited but meaningful degree students' concerns about the high cost of living in Seattle, especially international students who are not permitted to work outside of the university.

There are a number of structures to help students transition beyond graduate school. As a source of professional training, graduate students run a biennial conference on a topic of their choice, with support from department faculty and staff. Graduate students also occasionally develop programming aimed at undergraduates (e.g., a film series on philosophy of race).

For graduate students moving on to the academic job market, we have a Placement Committee that shepherds students through the job search process. The committee runs workshops on professional practices in preparing a portfolio (writing CVs, cover letters, teaching portfolios, etc.), and the department also offers informal panels of faculty talking on issues related to publishing, productive work practices, and more. Students are given practice interviews and job talks when they are job seeking.

Because of the decline in available academic jobs, the department has also begun shifting its culture to open up discussions about alternative careers. The GPA and GPC share information about campus-wide professionalization workshops hosted by the Graduate School, Simpson Center, and the Career and Internship Center in addition to hosting workshops coordinated with these Centers in our department. To support these efforts, our GPA is working to enrich our online resources for graduate students interested in either academic or alternative professional tracks, and connecting graduate students to these other centers and resources on campus (<https://phil.washington.edu/graduate-resources#jobmarket>).

Section III: Scholarly Impact

Impact of Faculty Research:

While faculty members pursue a diverse range of research projects, there are currently three overlapping areas of research concentration in the Philosophy Department: applied ethics, history of philosophy, and philosophy of science.

Faculty and graduate students have contributed voluminously to published scholarship in our field. Just a few recent book titles include *Compassionate Moral Realism* (Marshall), *What is Enough? Sufficiency, Justice, and Health* (Fourie), *The Oxford Handbook of Environmental Ethics* (Gardiner), *Philosophy in Education: Questioning and Dialogue in Schools* (Mohr Lone), and *Debating Brain Drain: May Countries Restrict Emigration?* (Blake)

To get a better sense of the scope of department research, use the link in Appendix C to access curriculum vitae for all faculty members. Or alternatively, look at the department website: <https://phil.washington.edu/research/essays-articles-and-book-chapters>

Some of our most distinctive contributions and impacts arise, however, not in the realm of traditional academic publication but in the realm of what might best be called Public Philosophy:

- Michael Blake has developed a strong profile as a public intellectual. He serves on the King County Board of Ethics, has had recurring radio broadcasts with the Canadian Broadcast Corporation (CBC), and his articles for *The Conversation* have a dedicated following.
- Paul Franco has used his teaching in philosophy of language to give students tools for grappling with the significance of hate speech.
- Conor Mayo-Wilson is currently developing a project to tackle thorny issues surrounding public understanding of statistical reasoning. As a UW Gerler Fellow, he will be developing teaching materials that ultimately will be available for high school teachers.
- Steve Gardiner has served in advising and consulting roles for public officials grappling with climate policy.
- Jana Mohr Lone, Director of the Center for Philosophy for Children [<https://depts.washington.edu/nwcenter/>] has expanded the reach of the Center to bring philosophical conversations to hundreds of Seattle school children every week.
- The department provides several important lecture series, with distinctive formats and goals. The “philosophy responds” series offers informal lunchtime discussions on contemporary themes facilitated by faculty and students in the department. The O’Hara Lecture Series in the Philosophy of Physics provides large public lectures from philosophers and physicists discussing cutting-edge developments in foundational physics. The Program on Ethics offers an Annual Ethics Lecture, which brings a high profile philosopher to campus to discuss some ethical issue.

Student Success and Impact:

Our students have a long track record of successes while training for their degrees. Appendix E lists awards and fellowships obtained by our PhD students over the past decade. During this time, members of our department have been awarded more than a dozen of competitive university-wide fellowships, including 2 Alvord Dissertation Fellowships (the highest award given for dissertation work in the humanities) and 5 Presidential Dissertation Fellowships. Students have also been successful with national and international awards, securing a Canadian SSHRC fellowship, a residency at the Max Planck Institute for History of Science in Berlin, and an Endeavor Research Fellowship granted by the Australian Department of Education. One student recently won the American Philosophical Association’s Essay Prize in Latin American Philosophy. Our students have been active through the Simpson Center for the Humanities on projects directed at cultivating “New Publics” for the humanities and in the digital humanities. Several of our students have been highly successful acquiring funding from GO-MAP for research linked to diversity.

Students have also initiated projects with real impact. Two graduate students taught philosophy courses in a local women’s prison, and one of them is developing an Ethics Bowl event for inmates. One graduate student started the *No Narrow Thing* podcast that brings a bit of philosophy to a diverse array of topics with broad public appeal. You can check it out here: <https://www.nonarrowthing.com>. Another was recently interviewed for his work on neural engineering in the *Economist*.

Alumni of our program have started important diversity initiatives with funding from APA Diversity and Inclusiveness grants: one starting the Philosophy for Children in the Borderlands project [<https://www.youtube.com/watch?v=mnt-XFg90Jk>] and another founding the Inclusive Summer High School Institute for Philosophy in the Midwestern US. Alumnae of our program serve as philosophers in residence in some of the most diverse public elementary schools in Seattle as part of the Center for Philosophy for Children. A recent graduate of the PhD program has played a central role in local climate activism since he arrived at UW from South Africa. In all these ways, our students are leading the way toward the sort of engaged, public facing philosophy that the department now seeks to cultivate.

In the past decade, our alumni have moved into faculty positions across North America at Seattle University, American University, Florida International University, University of Windsor (Canada), Iowa State, University of Iowa, Wayne State University, Linfield College, Otterbein University, Loyola University Chicago, University of Alabama, Huntsville, University of Nevada, Las Vegas, and Ball State University as well as research positions at George Mason and the Institut de Recherches Cliniques de Montréal, Canada.

Our undergraduates have also done terrific things. In 2015, one of our students was awarded the prestigious UW President's Medal. Another won the Bonderman Travel Fellowship in 2014. Countless undergraduates have presented papers at conferences, and individual students have won essay prizes for papers on bioethics, neuroethics, and animal rights. Many continue on to careers in law, medicine, business, and the sciences. One alumnus, now librarian at Seattle Central Library, just rolled out a free course titled "Fake News Survival Guide: Resources and Tips for Staying Informed."

Collaborative and Interdisciplinary efforts:

Faculty and graduate students have a long track record of undertaking interdisciplinary projects. Here is a list of some of the most developed collaborations:

- Sara Goering has pioneered the Neuroethics Thrust that works alongside researchers at the Center for Neurotechnology as they develop brain stimulation technology to restore lost motor function of human limbs. The work has been funded by NSF and NIH, and Sara directs a research team composed on postdoctoral fellows, graduate students, and undergraduates.
- Steve Gardiner has worked with scientists both locally and internationally to articulate ethical dimensions of the pursuit of geoengineering as a strategy to combat climate change. NSF has funded a set of workshops at UW and in the UK.
- In 2015, Carole Lee and her colleague Elena Erosheva in Statistics won the NIH Peer Review Challenge for generating the most creative idea for detection of bias in peer review. Their productive collaboration has led to grants from NIH to explore racial disparities in NIH grant review and from NSF to develop their lines of analysis for the detection of bias in grant application peer review.
- Ian Schnee facilitates evidence-based teaching methods across the UW Seattle campus and has undertaken research on the effectiveness of various instructional techniques: <https://phil.washington.edu/news/2019/01/11/ian-schnee-uses-technology-classroom-part-evidence-based-teaching-study>

- Through a Templeton grant in the mathematical sciences, Andrea Woody worked collaboratively with scientists at Princeton and Virginia Commonwealth to understand the unifying power of an overarching mathematical framework for tackling optimization problems across the physical and biological sciences.
- Michael Rosenthal plays a central role in the UW Jewish Studies Program and regionally he was instrumental in establishing the Pacific Northwest – Western Canada Seminar in Early Modern Philosophy. Carina Fourie co-organizes the Health & Inequality Network (THINK) at UW, which draws participants from the medical school and across campus. And Bill Talbott helps to run the Hi-NORM research cluster that coordinates faculty engaged with human rights on the three UW campuses.

Promotion and Tenure Policies: The Philosophy department benefits tremendously from the energy, enthusiasm and intellectual force of its junior faculty members and aims to support these faculty in achieving tenure. The formal process of review for tenure includes a review of research, teaching, and service in the second year in a position, followed by a full department consideration of the tenure case over the 5th and 6th years of service, as mandated by the university, if not before. In the year before the tenure case will be submitted, a small internal committee, composed of tenured faculty members, is formed. This committee works, in consultation with the chair, to generate the list of potential external reviewers, review the candidates entire record, once the letters have been received, write a report that summarizes the strengths and weaknesses of each component of the tenure file and make an official recommendation to the department prior to a vote by the full faculty. Our aim is to make this process as transparent as possible while safeguarding a thorough review of the candidate's record. In accordance with the Faculty Code, tenure candidates are provided with summaries of both the internal committee report and the faculty discussion of the candidate's file. They are given an official opportunity to respond to the information in these summaries, to correct errors or object to any aspect of the reports they find inaccurate or objectionable.

The Department tries to support junior faculty as they progress toward tenure by minimizing service work to the extent possible and providing advantageous circumstances for developing robust courses (e.g. by assigning seasoned or highly skilled TAs). Such protection, however, is harder to achieve when the department is relatively small, as it is now. Junior faculty do, in fact, sometimes take on substantial service work in the department (from which we all benefit). For a sense of department service, see Appendix H for a list of faculty assignments to department committees for the current year.

Tenure expectations are communicated primarily through yearly meetings with the chair and more informal conversations with senior faculty working in the same or similar areas of philosophy. Each spring tenured faculty review the yearly activity reports of all junior faculty members with an eye toward tenure readiness and discuss any areas of concern at the annual merit meeting. The chair subsequently meets with the faculty member to communicate the essence of faculty conversation and offer advice as needed.

Section IV: Future Directions

There is immense potential for the Philosophy Department, in coordination with the Program on Ethics, to extend its reach, deepen its impact, and enhance its effectiveness. At the same time, there are crucial challenges that must be confronted and tackled successfully if the department and its members (faculty, staff, and students) are to thrive.

Taking Stock: The Philosophy department has effectively been transformed in the past decade in terms of who we are, what we aspire to do, and how we operate. In important respects, the department's goal for the future is to continue this transformational process.

At the time of the last review, in 2006-2007, the Department had 22 faculty members with a core set of longstanding faculty, several close to retirement, who taught in traditional areas of analytic philosophy. After two philosophers of science were hired in the late 1990s, opportunity hires ultimately added three additional philosophers of science. The Program on Values in Society (recently renamed the Program on Ethics) had been established through a University Initiative Fund (UIF) award. (See Appendix J for further information about Program on Ethics history.) The department was expanding, adding younger scholars, and exploring new possibilities while relying on existing strengths in history of philosophy (especially ancient and early modern) and epistemology, and with senior faculty covering central areas of the analytic tradition (metaphysics, philosophy of mind, and logic), ethics, and aesthetics.

During this period of transition, there was considerable worry about “maintaining the core” even as two new strengths—applied ethics and philosophy of science—emerged. At times, faculty evoked a “dumb bell model” to characterize the department's dual strengths, and then understandably debated whether this was a picture the department should embrace or reject.

Over the past decade, it is fair to say that the department's sense of its mission and identity has coalesced into something more nuanced, unified, and substantial. Today we are a department that aims to practice “engaged philosophy” by which we mean philosophy that makes active contributions to public policy and social justice and toward sensitive implementation of new technologies, all while offering appropriately critical assessment of the emerging patterns of modern social life.

Engagement takes many forms in the department:

- Our research agendas are more interdisciplinary and more collaborative. The Neuroethics Thrust is a shining exemplar of scholarship that places philosophers in symbiotic relations with other researchers, demonstrating the value of our skill set. Likewise for Carole Lee's collaboration with faculty in Statistics to analyze contemporary peer review practices in a variety of scientific fields. We also partner with our colleagues in the Evans School, College of the Environment, and the Medical School, among others. We hope to make vital contributions to the campus-wide Population Health Initiative.
- Outreach is a more central component of what we do, whether it takes the form of graduate students bringing philosophy to elementary school children and women in prison, a public lecture series dedicated to the most sublime achievements of theoretical physics, or interviews about recent political events on the local NPR station.

- Impact has taken new shapes, and extends beyond the boundaries of traditional academic scholarship. We are now more likely to be developing policy papers concerning geoengineering and climate change, or public opinion pieces about immigration or toleration as a social virtue. There are podcasts about Fake News, national politics, and even Buffy the Vampire Slayer. One graduate student blazes a trail in public humanities; another develops sensitive training to combat sexual harassment in academia. Members of our faculty have advised a governor and sit on the King County Ethics Board.
- Our teaching mission remains central, but we are perhaps more likely to stress the role of such education in protecting the norms that underwrite democratic institutions and free society. This makes us want to teach new things in new ways. To discuss the impact of artificial intelligence in a flipped classroom. To tackle hate speech with philosophy of language. But our respect for old things, and their power to inform present understanding, is not diluted; Platonic dialogues reveal the power, and potential, of dialogue itself. We are thinking about how to revise the histories of our own discipline, to make them more inclusive, and to demonstrate the relevance of these histories even as we amend them.

Embracing a vision of engaged philosophy provides a platform for integrating and enriching this department even as our projects become in some ways more disparate. The philosophers of science see important value judgments at the center of modern science, and our ethicists grapple with the details of scientific advancements in medicine, biotechnology, and climate science. We see in history a repository of human thought that informs our conceptions of science, ethics, and social life more broadly.

Opportunities:

This conception of philosophy gives us a distinctive identity as a department and a research community. By cultivating interdisciplinary opportunities, alongside further development of platforms for public scholarship and outreach, we can embody one robust conception of philosophy for the 21st century. This interdisciplinary orientation will provide further opportunities for faculty to secure external funding and undertake coordinated research projects that incorporate graduate students and postdoctoral scholars. Doing so will enhance the professional training and research opportunities we may afford our students.

Faculty forays into public scholarship and engagement with diverse scholarly, political, and social organizations has already begun to raise the visibility of the department. Our orientation toward interdisciplinary, applied scholarship coupled with a commitment to diversity and inclusion may allow the department to attract promising graduate students who are drawn to the sort of work we do. A more robust graduate program would in turn both enhance the research environment in the department and solidify our instructional resources. A clear identity and a welcoming, collegial environment also offer potential advantages in terms of faculty retention.

Corresponding Challenges:

The last program review issued a set of recommendations for the department, which have been reproduced in Appendix I. Almost all the recommendations within the department's control have been implemented, to considerable benefit. Our Director of Undergraduate Studies, Ian Schnee, is leading instructional innovation and strengthening our undergraduate program. Departmental honors have been invigorated with regular capstone courses. We have added considerable

structure to the middle years of our graduate program and continue to investigate ways to make the program more successful. We have developed a whole set of workshops to prepare students for the academic job market and under the initiative of our Graduate Adviser are building resources to support a broader range of career paths. We have had considerable success securing external grants from NSF, NIH, and the Templeton Foundation. At the time of the last review, external grants were exceedingly rare in our department.

To be blunt, we are doing so much more, on every front, than we were a decade ago. Our workshops, conferences, and public lectures have multiplied more than three-fold. Our class sizes have been growing at the lower levels, and we are exploring alternative class structures to facilitate even higher enrollments. Our courses have been almost completely filled to capacity for the past couple years.

Yet during this same period of time, we have lost a large number of senior faculty members through retirements and relocation to other institutions. A chart summarizing these changes is provided in Appendix G. In 2007 we were a faculty of 22; now we are a faculty of 15. Our graduate program has become smaller in the face of reduced funding and escalating costs for stipends and benefits.

The strains of the current situation are visible. Because we do not have a sufficient number of graduate students to fill our needs for teaching assistants, for the first time in history we regularly have to hire graduate students outside the department as TAs. Locating individuals with the right skill set is time-consuming, absorbing hours and energy from the four faculty and staff members who oversee our graduate and undergraduate programs every term. And our results to date have been mixed, at the expense of the students in our courses.

We face the same challenges with faculty. Sabbaticals, other leaves, and course reductions coupled to success in obtaining external grants have made staffing the breadth of courses required for our undergraduates to make unhindered progress toward their degrees increasingly difficult. In some regards we are victims of our own successes. The very opportunities that signal success with respect to the sort of engaged philosophy for which we have advocated in this self study put pressure on our teaching mission.

Our needs:

For our current level of activity to continue (and in fact, we want to do even more), we need secure funding for a graduate program of sufficient size to support our undergraduate teaching mission. Many of our courses have significant waiting lists. (Upper level logic had a waiting list of more than 60 this year. Do we really want to turn students away from logic?) If we had the people, we could expand our course offerings substantially, and doing so would benefit the College of Arts and Sciences need to maximize enrollments. It should be noted that the size of our graduate student cohort has recovered noticeably since the funding cuts of 2015-16. But it should also be noted that this has been achieved to a considerable degree by non-teaching sources of financial support for students. Most of these sources are time-limited and attached to competitive grants, a situation that carries inherent uncertainty.

Even more crucially, we need to be able to hire more faculty. In the current financial situation, we realize that we will not return to the faculty size we had a decade ago, and we are well aware that there have been faculty losses across the College. Even so, what seems to us a modest increase in size could stabilize our instructional ranks, create opportunities to cross-fertilize existing research strengths, and provide much needed opportunities to diversify the faculty. For example, cutting edge work on race and gender is being done by ethicists, philosophers of science, and historians alike. We also have multiple retirements in the foreseeable future, which will bring further losses. We hope that the College will look favorably on our hiring requests in the near future and make investments in our continued success.

The Philosophy Department has an emerging vision of what we want this department to look like and what sorts of research, teaching, and outreach we hope to cultivate and foster. It is an exciting time for the department, and we hope to work with the university to realize the potential we believe is inherent in our community.

PART B: Unit-Defined Questions

At the beginning of the review process, the department articulated a set of questions for which the department would especially welcome input. These questions represent the overarching goals and priorities of the department at this point in time. They also bring to the surface central challenges faced by the department in the foreseeable future. The unit-defined questions are presented below, followed briefly by relevant context and information for each question.

Graduate Program:

1. How can the department best position itself to have a vibrant PhD program that prepares graduate students for a diverse set of career paths?

Undergraduate Program:

1. How can the department most effectively serve a large, diverse set of students in our lower level courses?
2. What can the department do to attract undergraduate majors and give them a rich learning experience in the major?

Faculty:

1. How can the department enhance its ability to support faculty to pursue research excellence?

Broad Vision:

1. The department aims to reach out across campus and beyond to pursue interdisciplinary partnerships, contribute to a wide range of research initiatives, and enhance our public outreach. What are we doing well now, and how might we reach out more effectively?
2. How might the Program on Ethics be developed to fulfill its potential and maximize its impact?

How can the department best position itself to have a vibrant PhD program that prepares graduate students for a diverse set of career paths?

The vibrancy of our PhD program depends on drawing excellent students into the program and then supporting their success in obtaining degrees in a timely manner and having fulfilling careers afterwards. One current challenge for the department is obtaining a robust applicant pool. Applications to our program have decreased in recent years, most likely in response to retirements of prominent faculty (without replacement hires) coupled with knowledge of our financial challenges after budget cuts resulted in a year with no entering students. Stability of incoming cohorts, as well as the size of the PhD program overall, depends critically on the vitality and size of the faculty overall and on the financial resources available for student support (for further information, refer to “Budget and Resources” in Part A of this document).

As documented in Section II, the department is working to build support structures for our graduate students to pursue a wide range of career paths, including non-academic careers. The breadth of this undertaking is new; until recently the department focused almost exclusively on academic careers, with most attention given to tenure track positions. This expanded conception of professional development is appropriate given both the increasing number of students interested in exploring non-academic positions and the realities of the tight academic job market. It also fits our department’s conception of engaged philosophy with diverse impacts. Yet faculty

members, who provide much of the mentoring and advising of advanced graduate students, are often ill equipped to advise students on any jobs beyond the academy.

The “Philosophy Branches Out” project, initiated in 2016 by the Graduate Adviser and Graduate Program Coordinator with funding from the Simpson Center for the Humanities, is the locus of department efforts to gather information and provide support for diverse career trajectories. [See Appendix F for information about the original grant project.] The resources collected to date can be seen at <https://phil.washington.edu/graduate-resources#jobmarket>.

How can the department most effectively serve a large, diverse set of students in our lower level courses?

In the current climate, the department needs to maximize enrollments, to both satisfy the demands for our classes and make adequate contributions to the university’s teaching mission. Large undergraduate enrollments are essential for maintaining the size of our faculty required for a thriving intellectual environment and a solid graduate education for our PhD students. Our upper level courses, aimed primarily at majors, strive to provide students with solid critical reasoning and writing skills. Providing an appropriate classroom environment for discussion and student engagement as well as adequate feedback on student work recommends keeping these courses relatively small. Our lower level courses, however, seems to offer opportunities for increased enrollments. The department is experimenting with new course structures that allow more students to enroll without requiring additional faculty and TAs. Ian Schnee, our Undergraduate Program Coordinator, is a campus leader in the integration of technology into the classroom, and the department initiated a “Teaching Innovation” committee in the past year. The committee is tasked with developed ideas for new teaching strategies that can increase our enrollments without undercutting student learning success.

Another reason the department is committed to thinking creatively about lower level courses is that these courses serve large, diverse populations of students across campus. These courses extend our impact tremendously while also serving as gateway courses for potential majors.

What can the department do to attract undergraduate majors and give them a rich learning experience in the major?

In an era that frequently encourages college students to consider an undergraduate degree as a job ticket, and when politicians (erroneously) refer to philosophy as something inessential and impractical, maintaining a robust cohort of philosophy majors can be a challenge. We have been able to meet this challenge largely through the excellence of the teaching done by faculty and graduate students alike. But there is surely more we can do. We are pursuing a range of strategies to attract majors to the department, including (1) the development of new courses at the introductory level that may broaden our appeal (e.g. Schnee’s new course on “Existentialism and Film”), (2) the creation of “option” concentrations within the major in “Ethics” (ready to be submitted for university approval) and “Science” (under development), and (3) increased visibility of the impact of “engaged philosophy” through public events, outreach efforts, course design, and undergraduate research opportunities.

Increasing the size of lower level courses (discussed in the previous question) will surely present challenges as well as opportunities. One goal is to protect the experience our majors are afforded in upper level courses, with rich opportunities for discussion and interaction with peers, as well as strong scaffolding for development of skills for writing, argument construction, and analysis. We aim to be on the forefront of evidence-based teaching that will also allow us to make effective use of technology and strategies for enhancing student engagement in the classroom.

How can the department enhance its ability to support faculty to pursue research excellence?

The challenge here is creating sufficient opportunities for faculty to focus, in a sustained manner, on substantial research projects alongside the significant teaching obligations required of our faculty. Our teaching mission is central both to our identity and to our financial wellbeing. But it cannot be allowed to overwhelm faculty effort and attention to the detriment of research. This is especially crucial for the success, satisfaction, and longevity of junior faculty. Opportunities for fellowships, research grants with corresponding course reduction, and financial resources for a robust colloquium series, workshops, visiting scholars, etc. all enhance the intellectual environment that breeds research excellence. Outstanding graduate students and postdoctoral fellows are also worth their weight in gold. On all these fronts, our department would welcome strategies for enhancement and improvement.

The department aims to reach out across campus and beyond to pursue interdisciplinary partnerships, contribute to a wide range of research initiatives, and enhance our public outreach. What are we doing well now, and how might we reach out more effectively?

Our mission (described in Part A, Section I) encourages interdisciplinary engagement and partnership. Our efforts to date are described primarily in Section III and our future goals in Section IV. We welcome the committee's perspective on our current successes and challenges and suggestions for more productive partnerships and more substantial impact moving forward.

How might the Program on Ethics be developed to fulfill its potential and maximize its impact?

The Program on Ethics is a unique and defining aspect of the UW Department of Philosophy. The research undertaken by faculty in the Program on Ethics is not only a core strength of our research mission, in the traditional sense, but also exemplifies the sort of engaged philosophical work that the department sees as a hallmark of who we are. The Program also serves a vital function as a hub for ethics training for individuals located throughout the university, primarily through the graduate certificate. We are eager to help the Program on Ethics fulfill its potential and become an internationally recognized center for engagement with ethics. Limits on resources and number of faculty, however, require clear priorities and judicious choices about what activities to develop and pursue. We would welcome feedback from the review committee regarding how to prioritize the initiative of existing faculty and how the Program can most profitably be developed in the future. The Program on Ethics has produced a short document for the review process (Appendix J) that supplies valuable information about the existing Program, the vision of its core faculty, and some challenges it faces. Annual newsletters from 2017 and 2018 [Appendix K] capture the breadth of faculty research and the wide array of events and outreach activities undertaken in recent years.

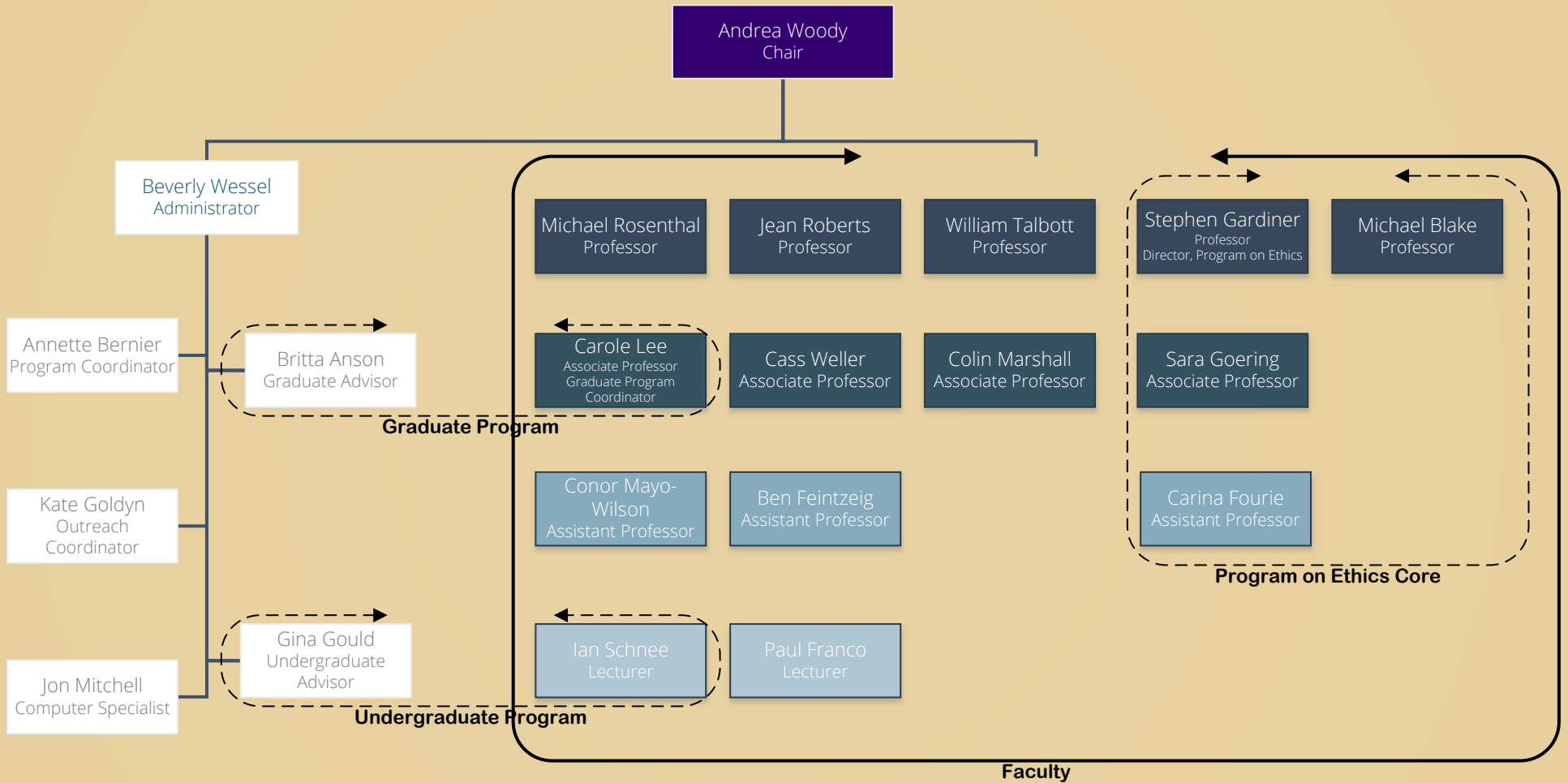
PART C: Appendices

Part C: Appendices

Appendix A: Organizational Chart

Department of Philosophy Organizational Chart

2018-2019



Appendix B: Budget Summary
Department of Philosophy and Program on Ethics

BUDGET SUMMARY OF 3 MOST RECENT BIENNIA

Biennium	2013-15	2015-2017	2017-2019
PHILOSOPHY			
Faculty Salaries	\$2,170,974	\$2,187,489	\$2,115,214
TA/RA Salaries	\$494,501	\$464,496	\$386,502
Staff Salaries	\$456,434	\$486,009	\$476,090
Hourly	\$3,182	\$10,782	\$15,147
Operations	\$91,100	\$88,796	\$88,796
TOTAL	\$3,216,191	\$3,237,572	\$3,081,749

Permanent & temporary faculty, end of biennium
 Permanent & temporary funds
 budget cut:
 tech position

PROGRAM on ETHICS			
Faculty Salaries	\$794,566	\$795,801	\$850,203
TA/RA Salaries	\$191,304	\$191,304	\$182,493
Staff Salaries	\$55,210	\$61,850	\$65,416
Operations	\$58,030	\$52,582	\$52,582
TOTAL	\$1,099,110	\$1,101,537	\$1,150,694

Other Budget Balances as of 11/8/18

Philosophy DOF	\$5,541
Program on Ethics DOF	\$22,323
Philosophy Extension Credit Fees	\$44,222
Philosophy RCR	\$16,115
<i>Philosophy of Science Journal</i>	\$3,984

Endowment Balances as of 11/8/18

Podlin Endowed Funds	\$2,019
Saari Endowed Fund	\$9,934
Hase Endowed Fund	\$21,545
Rader Endowed Fund	\$112,955
Rabinowitz Chair (Medical Ethics)	\$214,083
Gardiner Endowed Professorship	\$6,255
Clatterbaugh Endowed Scholarship	\$8,585

Gift Fund Balances as of 11/8/18

Friends of Philosophy	\$54,770
Values in Society Fund	\$1,429
Philosophy for Children	\$5,542
O'Hara Randolph Fund (Phil Physics Lecture Series)	\$108,044
HPS Support Fund	\$33,705
HPS Discretionary Fund	\$1,302
Philosophy Development Fund	\$7,000
Philosophy Grad Student	\$3,930
Fine Prize	\$2,087
Gerler Faculty Support	\$26,037
Kenneth Parker Award	\$1,365
Philosophy Undergraduate Fund	\$4,518
Philosophy Fellowship	\$1,944
Tyrel Mears Memorial Library Fund	\$18,251

Appendix C: Information about Faculty

Permanent Faculty:

NOTE: Curriculum vitae for all permanent faculty available at

<https://www.dropbox.com/sh/yykqyhxpnd7mw9/AAAdjG6NSdHAreHfU8zfGlqQa?dl=0>

Professors:

Michael Blake	Professor, Philosophy and Program on Ethics Professor, Evans School of Public Policy & Governance
Stephen Gardiner	Professor, Philosophy and Director, Program on Ethics Ben Rabinowitz Endowed Professor of Human Dimensions of the Environment, College of the Environment
Roberts, Jean,	Professor, Philosophy Adjunct Professor in Gender, Women & Sexuality Studies
Rosenthal, Michael	Professor, Philosophy The Samuel & Althea Stroum Endowed Chair in Jewish Studies
Talbott, William	Professor, Philosophy and Program on Ethics
Andrea Woody	Professor and Chair, Philosophy Adjunct Professor, Dance, History, Gender, Women & Sexuality Studies

Associate Professors:

Sara Goering	Associate Professor, Philosophy and Program on Ethics Adjunct Associate Professor, Bioethics & Humanities
Carole Lee	Associate Professor and Graduate Program Coordinator, Philosophy
Colin Marshall	Associate Professor, Philosophy
Cass Weller	Associate Professor, Philosophy

Assistant Professors:

Benjamin Feintzeig	Assistant Professor, Philosophy
Carina Fourie	Assistant Professor, Philosophy and Program on Ethics Benjamin Rabinowitz Philosophy Chair in Medical Ethics
Conor Mayo-Wilson	Assistant Professor, Philosophy

Full-time Lecturers:

Ian Schnee	Lecturer, Philosophy
Paul Franco	Lecturer, Philosophy

Part-time Lecturers, Adjunct & Affiliate Faculty:

Emmerman, Karen	Lecturer, part-time
Ives, Charles	Lecturer, part-time
Jecker, Nancy	Adjunct Professor, Bioethics and Humanities
Keyt, Christine	Affiliate Assistant Professor, Philosophy
Klein, Eran	Affiliate Assistant Professor, Philosophy
Lucian, Miriam	Affiliate Assistant Professor, Philosophy
Manchak, John	Affiliate Associate Professor, Philosophy
Mohr Lone, Jana	Affiliate Associate Professor, Philosophy Director, Philosophy for Children Program
Moore, Adam	Adjunct Professor, Information School
Nichols, Lauren Hartzell	Affiliate Assistant Professor, Philosophy
Raven, Michael	Affiliate Associate Professor, Philosophy
Shapiro, David	Lecturer, part-time
Smith, Angela	Affiliate Professor, Philosophy
Specker Sullivan, Laura	Affiliate Assistant Professor
Townsend, Michael	Adjunct Associate Professor, Law

Appendix D: Enrollment and Degree Data

Degrees and Graduate Certificates Granted Annually

(Summer-Spring Quarters)

		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate Degrees	Total	102	76	92	83	93	62	53	61	56	74
	PHIL	100	75	88	81	89	61	52	59	55	74
	HPS	2	1	4	2	4	1	1	2	1	0
Undergraduate Minors	Total	32	34	58	38	42	39	29	36	42	42
	PHIL	32	30	47	35	35	36	28	34	35	34
	Ethics	0	4	13	3	7	4	1	3	7	10
Graduate Degrees	Total	7	10	4	6	4	8	8	8	8	1
	M.A.	4	7	2	3	3	5	4	5	5	0
	Ph.D.	3	3	2	3	1	3	4	3	3	1
Graduate Certificates	Ethics	1	2	0	0	2	2	3	1	3	4

Enrollment in Degree Programs, Certificates, and Minors

Annually in Autumn Quarter

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Undergraduate Major	172	169	160	152	115	108	123	147	126	119
Philosophy Minor	50	43	43	42	39	34	41	35	28	35
Ethics Minor	4	9	6	7	7	2	6	7	14	7
Doctoral Program	27	25	29	28	29	27	26	18	17	23
Ethics Graduate Certificate	Enrollment numbers are uninformative for the certificate, since students often enroll for the certificate just as they complete the requirements for it.									

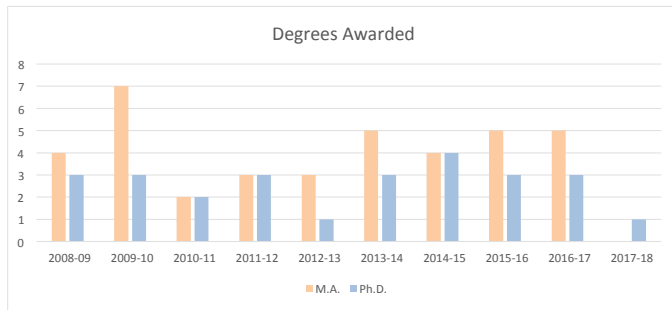
Graduate Degrees Demographic Data

		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total degrees granted	Total	7	10	4	6	4	8	8	8	8	1
	M.A.	4	7	2	3	3	5	4	5	5	0
	Ph.D.	3	3	2	3	1	3	4	3	3	1
Granted to female students	M.A.	4	0	0	1	1	1	3	2	1	--
	%Total	100	0	0	33	33	20	75	40	20	--
	Ph.D.	2	2	1	1	1	1	1	2	1	0
	%Total	67	67	50	33	100	33	25	67	33	0
Granted to minority students	M.A.	2	3	0	1	1	1	2	2	1	--
	%Total	50	43	0	33	33	20	50	40	20	--
	Ph.D.	0	0	0	0	0	1	1	1	1	0
	%Total	0	0	0	0	0	33	25	33	33	0
Granted to International students	M.A.	0	0	0	0	0	0	1	1	0	--
	%Total	0	0	0	0	0	0	25	20	0	--
	Ph.D.	0	0	0	0	0	0	0	0	0	0
	%Total	0	0	0	0	0	0	0	0	0	0

Information from UW Graduate School Degree Granted Statistics: <https://grad.uw.edu/about-the-graduate-school/statistics-and-reports/degrees-granted/>
 (can go back to 2006-07)

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Ph.D. Candidates	2	3	4	4	4	2	1	1	3	6

Info from MyGrad Program database



PhD Program Enrollment and Admissions Demographic Information

AUTUMN QUARTER ENROLLMENT SUMMARY

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
TOTAL STUDENTS	27	25	29	28	29	27	26	18	17	23
Female	8	9	8	9	10	12	11	8	8	10
Male	19	16	21	19	19	15	15	10	9	13
Full-time	26	23	28	28	24	25	26	16	17	21
Part-time	1	2	1		5	2		2		2
URM	3	3	6	6	7	7	8	5	4	5
International	1			1	2	2	3	3	2	3
Resident	7	7	5	3	5	4	2	2	1	2
Domestic Non-Resident	19	18	24	24	22	21	21	13	14	18
New	3	3	7	5	5	8	5	0	4	6
Continuing	24	22	22	23	24	19	21	18	13	17

Enrollment by URM Status & Sex		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
URM	Female	3	3	4	4	3	3	4	2	2	1
	Male			2	2	4	4	4	3	2	4
Not URM	Female	5	6	4	4	6	8	5	4	5	7
	Male	18	16	19	17	14	10	10	6	6	8
International	Female				1	1	1	2	2	1	2
	Male	1				1	1	1	1	1	1

Enrollment by Race/Ethnicity & Sex		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
African American	Male			1	1	1	1	1	1	1	2
	Female	2	2	2	2	2	2	1			
American Indian	Female										
	Male	1	1		2	1	1				
Asian American	Female	3	2	2	1	1	2	2	1	1	2
	Male	4	5	4	2	5	7	5	4	5	7
Caucasian	Female	13	13	16	16	13	7	7	5	5	6
	Male	1	1	2	2	1	2	3	1	2	1
Hispanic	Female			1	1	2	2	2	2	1	2
	Male										
Two or More Races	Female							1	1		
	Male					1	2	2	1		
International	Female				1	1	1	2	2	1	2
	Male	1				1	1	1	1	1	1
Unknown	Female										
	Male	2	1	1							

Compiled from Enrollment Summary report in BI Portal: <https://bitools.uw.edu/#/views/10-EnrollmentSummary/10T-EnrollmentSummary?iid=5>
Includes only "Philosophy" major (no values or ethics certificate)

ADMISSIONS DATA

		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Admissions	Applications	109	104	103	101	101	100	89	89	81	69
	Denied	97	88	86	81	85	86	70	88	67	60
	Offers	12	16	17	20	16	14	19	1	14	9
	%Offer	11	15	17	20	16	14	21	1	17	13
	Declined	9	13	11	16	11	6	14	1	10	4
	Enrolled	3	3	6	4	5	8	5	0	4	5
	%Enrolled	25	19	35	20	31	57	26	0	29	56
Female Admissions	Applications	35	25	26	35	30	34	39	27	23	24
	Offers	3	4	6	9	7	8	9	0	5	6
	%Offer	9%	16%	23%	26%	23%	24%	23%	0%	22%	25%
	Enrolled	1	0	1	2	1	5	3	0	2	3
	%Enrolled	33%	0%	17%	22%	14%	63%	33%	0%	40%	50%
URM Admissions	Applications	--	--	7	7	10	8	7	5	12	6
	Offers	--	--	4	3	3	2	1	0	2	1
	%Offer	--	--	57%	43%	30%	25%	14%	0%	17%	17%
	Enrolled	--	--	2	1	2	2	1	0	1	1
	%Enrolled	--	--	50%	33%	67%	100%	100%	0%	50%	100%
International Admissi	Applications	9	5	15	10	12	7	16	22	13	8
	Offers	2	1	2	2	3	2	2	1	2	2
	%Offer	22%	20%	13%	20%	25%	29%	13%	5%	15%	25%
	Enrolled	1	0	0	1	1	0	1	0	0	1
	%Enrolled	50%	0%	0%	50%	33%	0%	50%	0%	0%	50%

These data were pulled from the Graduate School's admissions table in the BI Portal: <https://bitools.uw.edu/#/site/Transitional/views/AdmissionsTable/Table>

Demographic Snapshot for Undergraduate Programs

Spring 2018 Data

		Philosophy Major		Philosophy Minor		Ethics Minor
	Total enrollment	132		42		13
Gender	Female	60		18		10
	Male	72		24		3
Ethnicity	African-American	3		2		0
	American Indian	3		1		0
	Asian	25		13		4
	Caucasian	59		19		7
	Pacific Islander	2		0		0
	Hispanic	9		7		2
	International	18		0		0
	Not Identified	3		0		0

APPENDIX E: GRADUATE STUDENT FELLOWSHIPS & AWARDS

Award	Year	Funding Source	Student
Essay Prize in Latin American Thought	2018-19	APA	Julio Covarrubias Cabeza
Alvord Dissertation Fellowship	2018-19	College of Arts & Sciences	Sam Sumpter
Humanities Scholarships (Hunter)	2018-19	College of Arts & Sciences	Melanie Tate
Dissertation Fellowship	2018-19	GO-MAP	Timothy Brown
Digital Humanities Summer Institute Fellowship	2018-19	Simpson Center for the Humanities	[Team] Anna Bates, Erika Versalovic & Timothy Brown
Mellon Fellow for Reaching New Publics	2018-19	Simpson Center for the Humanities	Paul Tubig
Endeavour Research Fellowship	2017-18	Department of Education & Training(AUSTRALIA)	Alex Lenferna
Institute for Ethnic Studies in the US Publication Fellowship	2017-18	GO-MAP	Julio Covarrubias Cabeza
Humanities Without Walls Alt-Ac Career Summer Workshop	2017-18	Humanities Without Walls (Chicago, IL)	Timothy Brown
Digital Humanities Summer Institute Fellowship	2017-18	Simpson Center for the Humanities	[Team] Alex Lenferna & A.Y. Odedeyi
Presidential Dissertation Fellowship	2016-17	The Graduate School	Olin Robus
Mellon Summer Fellow for Public Projects in the Humanities	2016-17	Simpson Center for the Humanities	Janice Moskalik
Summer Institute on Global Indigeneities Fellow	2016-17	Simpson Center for the Humanities	Julio Covarrubias Cabeza
Dissertation Fellowship	2016-17	Social Science & Humanities Research Council (CANADA)	Michelle Pham
Presidential Dissertation Fellowship	2015-16	The Graduate School	Matthew Sample

Award	Year	Funding Source	Student
Mellon Fellow for Reimagining the Humanities PhD and Reaching New Publics	2015-16	Simpson Center for the Humanities	Janice Moskalik
Humanities Scholarship (Macfarlane)	2014-15	College of Arts & Sciences	Elizabeth Scarbrough
Hanauer Fellow	2014-15	Simpson Center for the Humanities	Benjamin Hole
Humanities Scholarship (Fritz)	2013-14	College of Arts & Sciences	Joe Ricci
Institute for Humane Studies Fellow	2013-14	George Mason University	Mitch Kaufman
Presidential Dissertation Fellowship	2013-14	The Graduate School	Joe Ricci
Soden-Trueblood Endowed Graduate Publishing Fellowship	2013-14	UW Press	Elizabeth Scarbrough
McNair Fellow	2008-14	McNair Scholars Program	Asia Ferrin
Jennifer Caldwell Fellowship	2012-13	UW Center for Human Rights	Amy Reed-Sandoval
John C. Flanagan Dissertation Fellowship (Humanities)	2011-12	The Graduate School	Karen Emmerman
Humanities Scholarship (Macfarlane)	2010-11	College of Arts & Sciences	Jason Benchimol
Presidential Dissertation	2010-11	The Graduate School	Jason Benchimol
Hanauer Fellow	2010-11	Simpson Center for the Humanities	Elizabeth Scarbrough
Alvord Dissertation Fellowship	2009-10	College of Arts & Sciences	Brandon Morgan-Olsen
Dissertation Fellowship	2009-10	Max Planck Institute for the History of Science, Berlin, GERMANY	Monica Aufrecht
Hanauer Fellow	2009-10	Simpson Center for the Humanities	Rachel Fredericks
Humanities Scholarship (Fritz)	2008-09	College of Arts & Sciences	Renee Conroy
Presidential Dissertation Fellowship	2008-09	The Graduate School	Renee Conroy

Appendix F: Professional Development Support: Philosophy Branches Out



Project Report: *Philosophy Branches Out*

The “Philosophy Branches Out” project ran during the 2016-2017 academic year. Its central aim was gathering data on existing ways to prepare philosophy graduate students for non-academic and non-traditional academic careers. The project had three phases: (i) a research phase in which we identified Seattle-area people with graduate-level training in philosophy who use their academic training in non-academic or non-traditional academic careers; (ii) a public presentation phase in which we invited individuals identified in the first phase to participate on a panel, to share their insights with graduate students and faculty in the humanities; and (iii) a micro-immersion phase in which we sent graduate students into the workplaces of the panelists for either a full or half workday in order to better understand the daily work, culture, and norms available in non-academic career alternatives. The third phase also included hosting a visiting speaker with experience working with humanities graduate students to explore diverse career pathways. These phases took place in Autumn Quarter 2016, Winter Quarter 2017, and Spring Quarter 2017, respectively.

During the first phase, we identified a number of people in the Seattle area whose academic backgrounds included graduate training in philosophy and eventually invited four speakers for our panel: Summer Acharya, educational equity specialist at the Bill & Melinda Gates Foundation, Dustyn Addington, health equity specialist at the Foundation for Healthy Generations, Karen Emmerman, philosopher in residence at John Muir Elementary School, and Ann Owens, senior project manager at Microsoft.

During the second phase, we held a panel discussion entitled “Exploring Diverse Career Pathways for Graduate Students” (February 28, 2017). In response to a series of questions posed by the Department of Philosophy’s Director of Graduate Studies, Sara Goering, our panelists shared their experiences on the job market, the difficulties they encountered when trying to find a non-academic position, and how they came to occupy the careers they now enjoy. For example, Ann Owens noted that while she acquired a tenure-track professorship in California, she realized that she wasn’t doing what she loved, and so she put her skills to use elsewhere. She identified her strong skills in philosophical logic as crucial to her success at Microsoft. Summer Acharya and Dustyn Addington noted how their critical thinking and writing skills, particularly on issues related to ethics and equity, and their teaching backgrounds helped prepare them for their roles in

developing equity vision and training workshops. Following the panel presentations graduate students and faculty were given the opportunity to network with the panelists at a reception. The Graduate School's Core Programs shared lessons learned from the panelists in their newsletter: http://engage.washington.edu/site/MessageViewer?em_id=204795.0&dlv_id=195709.

During the third phase, we organized micro-immersion experiences for interested philosophy graduate students. Four micro-immersions were scheduled, though only one has already taken place (the others will be completed during finals week or early summer). In May, philosophy graduate student Blake Hereth was hosted by Dustyn Addington at the Foundation for Healthy Generations. The foundation specializes in promoting health equity in the United States and they accomplish this by working with an array of public and private partners in the Seattle area. A central part of Dustyn's work is soliciting feedback from those partners and synchronizing the feedback (i.e., shaping it onto a coherent set of recommendations). To provide Blake with a sense of what it's like to work at the foundation, Dustyn had Blake break down feedback from local partners and identify recurring themes, policy recommendations, etc. After the experience, Blake identified several skills from his philosophical training that were crucial to successfully completing the task. Three graduate students from the Department of Philosophy are scheduled to undertake micro-immersion experiences in the next weeks: two at the Gates Foundation with Summer Acharya and one at John Muir Elementary School with Karen Emmerman.

We finished the project by hosting Dr. Torsten Menge (University of Arkansas) to speak on the topic "Reimagining the Humanities PhD for Diverse Career Pathways: Lessons from the MLA's *Connected Academics*" (May 16, 2017). A philosophy PhD from Georgetown University, Dr. Menge worked with the Georgetown University *Connected Academics* project, which focused on reimagining the humanities PhD and working with the MLA on non-academic career options. He offered specific recommendations for how graduate programs can better prepare their graduate students for non-academic and non-traditional academic careers in both public and private sectors.

All of this was made possible by the Simpson Center's generous grant. It allowed us to solicit external speakers and reimburse them for their time and expertise, especially in the case of Menge whose travel costs would have been prohibitive on a strictly departmental budget. The grant also allowed us to host receptions after both the panel event and the final speaker event, which provided further opportunity for interested graduate students to discuss their diverse career prospects with experts.

We wish to thank the Simpson Center for the generous grant and for their support throughout the process.

Sincerely,

Sara Goering, Graduate Program Director (Philosophy)—Project Lead

Kelly Edwards, Associate Dean for Student and Postdoctoral Affairs (The Graduate School, Core Programs)—Project Collaborator

Britta Anson, Graduate Advisor (Philosophy)—Project Lead

Blake Hereth, Graduate Student (Philosophy)—Project Coordinator



EXPLORING DIVERSE CAREER PATHWAYS FOR GRADUATE STUDENTS

Panel & Reception

Tuesday, February 28, 2017

3:30–5:30 pm

HUB 332

UW humanities and social-science graduate students curious about career pathways beyond the traditional academic track (and the faculty/staff who support them) are invited to an informal panel and reception to share experiences and strategies for harnessing academic skills to craft satisfying careers. Four Seattle-area professionals with graduate degrees in philosophy will talk with us about their careers and how their graduate training shaped their journeys. After the panel, we will continue the conversation over a reception.

Panelists

Summer Acharya – Project Manager, Postsecondary Success, Bill & Melinda Gates Foundation

Dustyn Addington – Knowledge and Learning Specialist, Foundation for Healthy Generations

Karen Emmerman – Philosopher-in-Residence, John Muir Elementary School

Ann Owens – Senior Project Manager, Microsoft

Presented by *#PhilosophyBranchesOut*, a collaboration of the Department of Philosophy graduate program, the Graduate School/Core Programs, and the *Next Generation Humanities PhD* initiative of the Simpson Center for the Humanities.

More information: simpsoncenter.org/philosophy-branches-out

206 Communications
Box 353710
University of Washington
Seattle, Washington
USA 98195-3710

tel 206 543.3920

simpsoncenter.org
uwch@uw.edu

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation contact the Disability Services Office at least ten days in advance at: 206.543.6450/V, 206.543.6452/TTY, 206.685.7264 (FAX), or e-mail at dso@u.washington.edu.

Events



TORSTEN MENGE

Philosophy

University of Arkansas

Tuesday, May 16, 2017

3:30 pm

Communications 120

Reception to follow

Reimagining the Humanities PhD for Diverse Career Pathways: Lessons from the MLA's *Connected Academics*

In the face of a changing academic job market, graduate programs in the humanities, humanities centers, and organizations such as the American Historical Association, the Modern Language Association (MLA), the Andrew W. Mellon Foundation, and the National Endowment for the Humanities are increasingly asking questions such as:

- How do we articulate the value of the humanities to those outside the academy?
- How can we reimagine graduate education in the humanities to emphasize both academic outreach in the form of the public humanities and also “inreach” — the influence of humanists working directly in organizations such as government agencies, think tanks, educational associations, and businesses?
- How do we prepare humanities PhD students to be influential in a diversity of academic and non-academic careers?

The MLA's *Connected Academics* program helps reimagine graduate humanities education through mentoring and networking opportunities, public scholarship, digital humanities projects, and the creation of partnerships beyond the academy. Join us in learning from the insights of *Connected Academics* and thinking about how they might be applied to graduate programs in philosophy and other humanities disciplines.

Torsten Menge (PhD, Philosophy, Georgetown University) is Visiting Assistant Professor in the Department of Philosophy at the University of Arkansas. After finishing his PhD, he worked for a year as the project manager for *Reinvent the PhD/H – Connected Academics* at Georgetown, one of three partners of the MLA's *Connected Academics* project, funded by the Mellon Foundation.

Presented by *#PhilosophyBranchesOut*, a collaboration of the Department of Philosophy graduate program, the Graduate School/Core Programs, and the *Next Generation Humanities PhD* initiative of the Simpson Center for the Humanities.

University of Washington
College of Arts & Sciences
206 Communications
Box 353710
Seattle, Washington
USA 98195-3710

tel 206 543.3920

simpsoncenter.org
uwch@uw.edu

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation contact the Disability Services Office at least ten days in advance at: 206.543.6450/V, 206.543.6452/TTY, 206.685.7264 (FAX), or e-mail at dso@u.washington.edu.

Events

Appendix G: Information about Faculty Hires, Retirements, and Resignations

Department of Philosophy Faculty Hires, Retirements, and Resignations

Year	Hires	Retirements	Resigned
2008-2009	Carole Lee (Asst)	Marc Cohen (Full)	Andrew Light (Assoc)
2009-2010	John Manchak (Asst)		Angela Smith (Assoc)
2010-2011			
2011-2012			
2012-2013		Larry BonJour (Full)	Adam Moore (Assoc)
		Ken Clatterbaugh (Full)	
		David Keyt (Full)	
2013-2014	Colin Marshall (Asst)	Arthur Fine (Full)	
2014-2015	Conor Mayo-Wilson (Asst)	Ann Baker (Principal Lecturer)	John Manchak (Assoc)
			Ingra Schellenberg (Asst)
2015-2016	Carina Fourie (Asst)	Ron Moore (Full)	
	Ian Schnee (Lecturer)	Lynn Hankinson Nelson (Full)	
2016-2017	Ben Feintzeig (Asst)	Alison Wylie (Full)	
2017-2018			
2018-2019			

Note: Position Rank in parentheses.

Appendix H: Faculty Committee Assignments 2018-19

Department Committees

Members (*indicates chair)

2018-19

Standing Committees

Admissions Lee*, Blake, Gardiner, Marshall, Mayo-Wilson, Schnee, Weller

Advisory Board Gardiner

Awards Blake, Roberts, Woody (ex officio)

Colloquium Marshall*, Weller

Climate Goering*, Fourie, Franco, Lee, Woody, Anson

Curriculum Schnee*, Gardiner, Roberts, Gould, Bernier, Lee (ex officio), Woody (ex officio)

Faculty Senate Mayo-Wilson

Library/Mears Library Anson

Placement Woody*, Goering, Marshall, Roberts, Fourie, Feintzeig

Safety Wessel*, Woody

Undergrad Affairs Gould*, Woody (ex officio), Schnee (ex officio), Weller

Website Anson, Rosenthal, Woody

Ad-Hoc Committees

Qualifying Process Review Rosenthal*, Blake, Feintzeig, Goering, Lee, Marshall, Weller

Promotion Committee Talbott*, Marshall

Teaching Technology Schnee, Blake, Fourie, Mayo-Wilson, (Marshall)

Teaching Innovation Schnee*, Franco, Mayo-Wilson

Writing Instruction Talbott*, Schnee, Rosenthal

Administrator Search Woody*, Goering, Roberts, Rosenthal, Gould

Faculty on Leave Roberts (Autumn), Weller (Autumn), Talbot (Winter, Spring), Fourie (Spring), Gardiner (Spring)

Course releases Carole (grant), Sara (grant), Carina 2 (FMLA)

Faculty Member

Blake Admissions, Awards, Qualifying Process, Teaching Tech

Feintzeig Qualifying Process, Placement

Fourie Climate, Placement, Teaching Tech

Franco Climate, Teaching Innovation

Gardiner POV Chair, Admissions, Advisory Board, Curriculum

Goering Climate*, Placement, Qualifying Process, Administrator Search

Lee GPC, Admissions*, Climate, Curriculum, Qualifying Process

Marshall Colloquium*, PhilLunch*, Admissions, Placement, Promotion, Qualifying Process

Mayo-Wilson Admissions, Faculty Senate, Teaching Tech, Teaching Innovation

Roberts Awards, Curriculum, Placement, Administrator Search

Rosenthal Qualifying Process*, Website, Writing, Administrator Search

Schnee Curriculum*, Admissions, Teaching Tech, Undergraduate Affairs, Writing

Talbott Promotion*, Writing*

Weller Admissions, Colloquium, Qualifying Process, Undergraduate Affairs

Woody Placement*, Awards, Climate, Curriculum, Safety, Undergrad Affairs, Website, Administrator Search

Ad Hoc Committees 2017-18

Logic Requirement Mayo-Wilson*, Feintzeig, Schnee, Townsend, Weller

Hiring Requests: Phil law Gardiner, Blake, Rosenthal, Talbott

Appendix I: Recommendations from 2007 Department Review

Report of the Ten-Year Review Committee

March 8, 2007

(excerpt from full report)

Summary of Recommendations

- 1) The Department of Philosophy's degree programs – the Bachelor of Arts in Philosophy, the Bachelor of Arts in History and Philosophy of Science, the Master of Arts in Philosophy, and the Doctor of Philosophy – should be continued without interruption. These degree programs should be reviewed again after a period of ten years.
- 2) The Department needs to “renew its core,” by replacing retiring faculty members in such key areas as philosophy of mind, metaphysics, logic, epistemology and philosophy of language. These appointments should be made with an eye toward strengthening the department's existing concentrations in philosophy of science, ethics, and feminist philosophy. Searches should be broadly defined, and need to begin right away.
- 3) The Department should not shrink below its current size of approximately 20 FTEs, unless its undergraduate enrollments should contract significantly.
- 4) The Department should upgrade the position of Curriculum Coordinator to a Director of Undergraduate Studies. The DUS should supervise all aspects of the undergraduate program and act as an advocate for the interests of undergraduate philosophers.
- 5) The Undergraduate Honors Program should be strengthened.
- 6) Both the undergraduate and the graduate program would benefit from a modest increase in the number of graduate students entering the program. Such an increase in the size of the entering cohort should only occur, however, if financial support for these additional graduate students can be secured.
- 7) Third and fourth year graduate students often lose momentum in their programs as they struggle to define a dissertation subject. The Department is aware of this problem, but should be encouraged to think creatively about solutions to it. Course requirements might be extended into the third year; and/or a departmental pro-seminar for prospectus writers might be offered.
- 8) The Department should focus more attention on how it mentors and professionalizes its graduate students as they prepare to enter the job market.
- 9) Department faculty, especially those in “grant-rich” areas like Environmental Ethics and Philosophy of Science, need to become more active in applying for outside funding, especially grant funding, both to support graduate students and to promote the visibility of the department's programs.

10) The Provost's Office should appoint a small committee of administratively- experienced UW faculty to design a governance structure for the Program on Values. This committee should consult widely with the involved parties, and its recommendations must have the support of the majority of the PoV faculty as well as of the faculty of the Department of Philosophy. The committee's recommendations should then be speedily approved by the Provost's Office. A clearly-defined governance structure needs to be in place by the end of the 2006-7 academic year, so that the Program on Values faculty can then begin to discuss and resolve a series of fundamental issues having to do with the qualifications for membership in the Program and the future direction of PoV.

Appendix J: Program on Ethics Report

Contribution to Department of Philosophy Ten-year Review

Stephen Gardiner, Director

January 2019

Overview

The Program on Ethics (formerly, ‘the Program on Values in Society’) is a vibrant center of interdisciplinary research, teaching and outreach in applied ethics. The Program fosters academic research on issues of contemporary importance, with a particular focus on issues of social justice, global justice, medical ethics, environmental ethics, human rights and disability. It also sponsors curricular offerings designed to increase attention to issues of applied ethics among the graduate and undergraduate populations. Although the Program houses no degree programs, it provides extensive curricular support to undergraduate and graduate degrees across campus. It also offers a graduate certificate and an undergraduate minor in ethics, both of which are intended to motivate interdisciplinary research by students whose primary interests lie outside philosophical ethics. To engage with the wider community, members of the Program are involved in numerous outreach activities, ranging from providing advice to public bodies, to contributing to debate in mainstream media, to organizing and sponsoring events designed to foster ethical discussion and analysis of issues of public importance. Over time, the aim of the Program is to become the central site for ethical discussion of social and scientific issues at the University of Washington and in the region.

The Program began as a University Initiative Fund (UIF) Program intended to create a home for applied ethics at the University of Washington. The UIF was given primarily to attract new faculty members committed to teaching and research in ethics, particularly faculty whose interests included, but extended beyond, the disciplinary home of Philosophy. The UIF provided funding sufficient to hire five new faculty, begin a new curricular program, and hold public events dealing with topics within applied ethics of interest and relevance to society at large. The Program recently changed its name to ‘the Program on Ethics’ to better signal its purpose to the wider community.

The mission statement of the Program is as follows:

“The aim of the Program on Ethics is to foster intelligent, humane, and creative thinking about the moral and political questions that have arisen, and will arise, in the lives of citizens of Washington State. Because useful reflection on these questions requires a firm grasp of the relevant economic, scientific, and technological facts, basic analytic skills, and an ability to think about theoretical moral and political issues in precise and subtle ways, and because moral questions arise in every academic discipline and in every aspect of life, the Program is essentially interdisciplinary and encourages dialogue between and among all academic units on campus. To this end, the Program offers an interdisciplinary undergraduate Minor in Ethics and an interdisciplinary Graduate

Certificate in Ethics. It also organizes public lectures, conferences, and symposia that promote discussion on topics of broad public concern.” (2006)

To provide a sense of the activities of the Program, we have included the annual newsletters for 2016-17 and 2017-18 as additional appendices. By mutual agreement, these also function as the annual reports for the Program for the Dean of Social Sciences and the Provost.

Personnel

The early years of the Program's life were devoted to hiring new faculty members. The initial cohort of core faculty were: Michael Blake (immigration; global justice); Stephen Gardiner (environmental ethics; global justice); Sara Goering (medical ethics); Andrew Light (environmental ethics); and Ingra Schellenberg (medical ethics). By the time of the last review (2009), Light had left to take a position at George Mason University (and ultimately also in the Obama Administration), and Adam Moore (information ethics) from UW Information School had been added to the core faculty. The Program was also able to use funds left over from Light's appointment to fund two post-doctoral scholars, Lauren Hartzell and Brad McHose. Unfortunately, since 2009, Moore and Schellenberg have departed and the funds for post-doctoral scholars have been effectively exhausted. Notably, the university has not moved to replace either Light or Schellenberg. Hence, only three of the original five lines supported by University funds remain. However, in 2015 the core faculty was bolstered by the addition of Carina Fourie (medical ethics; public health ethics; social justice), whose position is funded by a major gift to the Philosophy Department. By Fall 2018, the core faculty were thus: Michael Blake (immigration; global justice), Stephen Gardiner (environmental ethics; global justice), Sara Goering (medical ethics; neuroethics; disability) and Carina Fourie (medical ethics; public health ethics; social justice).

The current associate faculty are: Gina Campelia (medical ethics), Nancy Jecker (bioethics), Jamie Mayerfeld (human rights; global justice), William Talbott (human rights; global justice), and Jack Turner (American political thought, critical race theory). The Program is currently working to expand the list and range of associate members, and Campelia, Jecker and Turner have all been added in the last two years. One recent loss is Alison Wylie, an internationally-renowned scholar in the areas of values in science and feminist philosophy of science, who was also in the Philosophy Department. She recently retired from the UW and moved to the University of British Columbia to take up a prestigious chair. The administration has not yet renewed the line.

Research

The Program has been very productive since the last review. Faculty in philosophy have produced numerous books, edited collections, and journal articles.

Books include Blake's *Justice and Foreign Policy* (Oxford, 2013), *Justice, Migration and Mercy* (Oxford, forthcoming) and the co-authored *Debating the Brian Drain* (Oxford, 2015); Gardiner's *A Perfect Moral Storm: the Ethical Tragedy of Climate Change* (Oxford, 2011) and the co-authored *Debating Climate Ethics* (Oxford, 2016); and Talbott's *Human Rights and Human Well-*

being (Oxford, 2010). Edited (or co-edited) collections include Fourie's *What Is Enough? Sufficiency, Health and Justice* (Oxford, 2017), and *Social Equality: On What It Means to be Equals* (Oxford, 2015); Gardiner's *Climate Ethics: Essential Readings* (Oxford, 2010), *Oxford Handbook of Environmental Ethics* (Oxford, 2016) and *Oxford Handbook of Intergenerational Ethics* (Oxford, under contract); and Goering's *Philosophy in Schools: An Introduction for Philosophers and Teachers* (Routledge, 2013) and *Achieving Justice in Genomic Translation: Rethinking the Pathway to Benefit* (Oxford, 2011).

Faculty have also produced numerous articles, including in high profile venues in philosophy (such as *Ethics*, *Ethics and International Affairs*, *Philosophy and Public Affairs*, *Stanford Encyclopedia of Philosophy*), as well as prominent interdisciplinary locations (e.g., *Bioethics*, *Hastings Center Report*, *Journal of Medical Ethics*, *Law and Philosophy*). Faculty also often appear in mainstream media venues, through op-eds or interviews, commenting on ethical issues of contemporary concern (e.g., *Australian Broadcasting Corporation*, *British Broadcasting Corporation*, *Canadian Broadcasting Corporation*, *the Conversation*, *Chicago Tribune*, *National Public Radio*, *Salon.com*, *Scientific American*, *Washington Post*).

Members of the Program have been successful in securing outside funding for their research. Goering's neuroethics team has received support from the *National Science Foundation* and the *National Institutes of Health*, that includes funding for postdoctoral and doctoral students. Gardiner's geoengineering group has received funding from the *National Science Foundation* for a two-year project on *Justice, Legitimacy and Geoengineering*, that included funding for a conference at the UW, graduate student funding, and travel support for UW students for a follow-up conference in the United Kingdom.

Teaching

The Program continues to provide extensive support for undergraduate teaching in applied ethics at the University of Washington, in terms of courses offered by the faculty, through substantial direct funding for teaching assistants for relevant courses, and sometimes indirectly through grant support for its faculty projects.

(i) Undergraduate

Faculty in the Program typically each offer a large undergraduate course each year, as well as higher-level undergraduate courses and graduate courses. These include standard offerings in medical ethics, theories of justice, environmental ethics, contemporary moral problems, and global justice, as well as more specialized courses such as feminist ethics, philosophy of disability, philosophy for children, ethics and geoengineering, and climate justice. As well as serving philosophy students, these courses reach large interdisciplinary audiences, and are highly valued by other degree programs. Faculty in the Program are dedicated to trying to expand the Philosophy Major by attracting more students in ethics, and are currently in the process of applying to the university to be given permission to institute an Ethics option for our majors.

The Program on Ethics also funds teaching assistants for courses in ethics in the Department of Philosophy, currently at the rate of 12 sections (or 300 students) per year. The environmental studies program at the UW also provides support for one TA per year (covering 50 students) for the introduction to environmental ethics, which is cross-coded in philosophy and environmental studies. In addition, the Program on Ethics funds a graduate research assistant position for the Program itself, who assists with administration, event planning, and other activities. Until recently, the RA position was for a full year. For this year and next, it has been reduced to two quarters, in order to meet the Program's share of a significant budget cut handed down to units by the administration in 2017-18.

(ii) Graduate

As well as providing TA and RA support, the Program and its faculty actively mentor graduate students in philosophy. Past doctoral students in philosophy include Rachel Fredericks (now tenure track at Ball State), Amy Reed-Sandoval (now tenure track at Nevada-Las Vegas, previously tenure-track at Texas-El Paso), and Patrick Taylor Smith (now tenure track at the University of Twente, previously a post-doc at Stanford and tenure track at the National University of Singapore). The Program has also hosted overseas students as postdoctoral fellows or visiting graduate students, including in recent years from Austria, Germany, Spain and Switzerland.

In addition, Program faculty support students from other disciplines. At the graduate level, the Program offers one course each year aimed at nonphilosophy graduate students (either *Values 511: Ethics Matters* or *Values 512: Justice Matters*). These courses routinely attract enrollments of 10-15 students from outside the department, including many from outside of the College of Arts & Sciences. They are viable, and serve an important purpose, independently of the graduate certificate, especially for those nonphilosophy graduate students whose home programs do not allow them the flexibility to take the whole graduate certificate program. The courses also play an important role in the graduate certificate in ethics, since either can serve as a core course for that program (and some students take both).

The graduate certificate in ethics typically attracts nonphilosophy graduate students whose work involves a substantial normative component and whose degree programs allow for significant work outside their discipline. The certificate requirements consists of one of the core courses, electives chosen from ethics-related courses from across the University (in consultation with the Director), and a 2-credit capstone course offered each year by Program faculty. The capstone allows certificate students to work closely with a faculty member and other students on producing a polished piece of writing in ethics for their dissertation or publication (or both). As an example, a graduate of the certificate, Elizabeth Parks, recently published her piece on the ethics of language development in a special issue of the journal *Listening: A Journal of Communication Ethics, Religion, and Culture*, for which she was also the guest editor.

Historically, the certificate graduates two students per year, but recently the Program has initiated two rounds of adjustments to the requirements (in 2014 and 2017) in an effort to

make the certificate more accessible, including to the 10-15 students who usually take the core course, who often complain that they are not allowed space in their home programs to complete the whole certificate. It is too early to say whether the latest adjustments have been fruitful, but in Spring 2018, the number graduating from the certificate was four, and so encouraging. It is also worth emphasizing that for those students who do pursue the certificate the experience is often transformative for their projects and trajectory in the longer-term. One way in which program faculty provide on-going mentorship of nonphilosophy students from the certificate program and core courses is by serving on dissertation committees. For example, recently, faculty have served on PhD and MA committees in Anthropology, Atmospheric Sciences, Education, Electrical Engineering, Environmental Studies, Museology, Political Science, and Public Health Genetics.

Outreach

The Program engages in extensive outreach activities. It frequently organizes and supports public events, including the on-going Rabinowitz Symposia in Medical Ethics, Rabinowitz Symposia in Environmental Ethics, and Annual Ethics Lecture, as well as numerous one-off events, such as recent conferences on 'Epistemology in the Real World: Navigating in an Archipelago of Alt-Epistemology and Alt-Truth', 'Ethics and Policy: 200 Days into the Trump Administration', 'Geoengineering, Justice and Legitimacy', and 'Race, Health and Justice'. The Program also arranges public lectures which bring influential and up-and-coming academics to campus, to give talks and participate in classes. Recent examples include Alisa Bierria, John Broome, Cheshire Calhoun, David Keith, Hilde Lindemann, Samuel Scheffler, David Schlosberg, Nancy Tuana, and Kyle Powys Whyte.

Faculty are also active in engaging the wider community. For example, Blake is a member of the *King County Ethics Committee*, and frequently appears in mainstream media; Fourie was a founding member of the Health and Inequality Network at the UW; Gardiner has repeatedly been invited to brief committees of the National Academies of Sciences, and is active in the interdisciplinary climate change programs at the University of Graz (Austria) and University of Reading (U.K.); Goering is a central member of the Center for Neurotechnology and has been invited to serve on panels to develop roadmaps for the BRAIN Initiative, and also serves in the UW Center for Philosophy of Children, and the Disability Studies Program; and Talbott is a leading member of the HI-NORM cluster on Human Rights at the UW, and involved in the Center for Human Rights. Faculty also play active roles in professional organizations, such as the *American Philosophical Association*, the *American Society for Legal and Political Philosophy*, and the *Washington Institute for the Study of Inequality and Race*.

Administrative Support

The Program receives administrative support from staff in the Philosophy Department. Currently, the Program contributes to the funding of staff positions as follows: Bev Wessel, Administrator, 13.57% of salary; Annette Bernier, Program Coordinator, 20.1%; Britta Anson, Graduate Advisor, 10%; Gina Gould, Undergraduate Advisor, 6.99%. The Program also provides two quarters of support for the Program RA.

Future Goals

The Program on Ethics is committed to the mission of supporting applied ethics at the University of Washington and in the wider region, in both the shorter and longer terms. The main priorities of the Program are to retain its current core faculty, to hire at least two new core faculty members who will play a substantial role in teaching and research, and to expand the associate faculty further to include academics with expertise in ethics from areas not yet represented.

In the shorter term, we will continue to provide teaching support for ethics courses in the Department of Philosophy, for the graduate certificate in ethics and for the ethics minor, including through faculty time and substantial funding for teaching assistants. We will also maintain and seek to deepen collaborations with external units, such as Bioethics and Humanities, the Program on the Environment, Disability Studies, and the Evans School of Public Policy and Governance. In addition, the Program will continue to provide venues for the discussion of ethical issues in public life to the wider community, including by organizing public events, by publishing articles, books and op-eds, and by contributing expertise in applied ethics to local, national and international organizations. Our recent initiatives include starting a new lecture series ('the Annual Ethics Lecture'), revising the graduate certificate in ethics, pursuing the creation of an ethics option within the philosophy major, expanding the associate faculty, and changing the name of the program to make its nature clearer to the community.

Our longer term aspirations center on hiring new faculty who can make substantial contributions to the Program, and on increasing external support. First, new faculty are required to provide much-needed support for current operations, given recent losses. Additional faculty would also enable us to expand our coverage into important areas of current public discussion (e.g., critical race theory, the ethics of artificial intelligence, etc.), and to enhance our offerings in areas of high demand, such as environmental justice, international ethics and values in science.

Second, we are in discussions with advancement to pursue funding from the wider community to endow lecture series, to fund visiting faculty, postdocs and graduate students, and to support other curricular initiatives, such as enhancing the capstone experience for the undergraduate minor. Ultimately, we would like to attract sufficient external support that the Program on Ethics can become an endowed center of excellence with sufficient resources to function as a premier national and international venue for applied ethics, with a critical mass of endowed positions, which would serve as a model for similar endeavors. Such a center would play a leading role in facilitating ethical discussions of major issues facing the community at all levels. It would also train undergraduate and graduate students in philosophy and across the disciplines to become leaders in facilitating such conversations. An expanded program would provide an important service to the region and enhance the standing of the University of Washington, both publicly and academically.

Appendix K: Program on Ethics Newsletters (2017, 2018)



PROGRAM ON VALUES IN SOCIETY

UNIVERSITY *of* WASHINGTON

Department of Philosophy

2017 Newsletter

CONTENTS

FACULTY SPOTLIGHT

VISITING SCHOLARS

RESEARCH ASSISTANT

GRANTS & OUTREACH

TEACHING

EVENTS

FACULTY BOOKS



The Program on Values in Society at the University of Washington is a center for research, teaching and outreach on ethical issues that arise across the disciplines and in society at large. We seek to increase the integration of ethical thinking into public discussions within the University context and in the broader community. We are interested in applied ethics generally, and support work on numerous topics, and from a variety of perspectives. Our current areas of focus include climate change, disability, human rights, immigration, justice and health care, neuroethics, population health, race and inequality, and the role of values in science.

The Program on Values in Society is a center for research, teaching and outreach on ethical issues that arise across the disciplines and in society at large.

This year it has been my privilege to take over as Director from Michael Blake, to whom we are very grateful for eight years of leadership. As the new Director, I want you to know that we are always open to new collaborations and fresh ideas, so I encourage you to reach out and get involved. This newsletter aims to bring you up-to-date on the recent activities of the Program. I hope that, like me, you will be impressed and energized by the great work at the UW. As always, we appreciate your continued support, and look forward to more opportunities to work together in the year to come.

Steve Gardiner

Director, Program on Values in Society



Faculty Spotlight

The POV Faculty are doing important research, teaching, and work across a variety of issues. Here we highlight some of the significant work of our faculty members.



Michael Blake

Professor of Philosophy, Public Policy and Governance

Department of Philosophy

Daniel J. Evans School of Public Affairs

Much of my work focuses on how ideas of justice work when they're applied to the international realm. This is a big, and increasingly important topic, as the world gets ever more connected. I tend to write on two more specific sorts of questions within this topic. The first is about global justice: what do wealthy countries owe those who are less wealthy? Does global justice require the abolition of global poverty, or something more like global equality? The second sort of question deals with migration. Do states have a moral right to keep out the unwanted non-citizen? Is it always wrong for a state to discriminate on the basis of religion or ethnicity in choosing migrants? I write academic work on both of these sorts of question: I'm writing on the relationship between global justice and the rise of right-wing populism, and also writing a series of articles on the nature and limits of refugee law. I published seven papers on these topics this past year, and have agreed to write a further ten by the end of next December. I also try to do some work bringing these questions to public attention; this fall, for instance, I gave a radio presentation for the Canadian Broadcasting Corporation (in conjunction with the University of Toronto) on the ways in which populism challenges global governance. A podcast for the presentation is available at <http://www.cbc.ca/radio/ideas/reflections-on-global-affairs-is-the-world-really-falling-apart-1.3898134>.

I accepted a position as a Commissioner on the King County Board of Ethics. As detailed in the Grants and Outreach section of this newsletter, this is the Board that oversees the administration and interpretation of the Code of Ethics for King County Employees. The goal in all our

activities is to ensure that King County employees are able to do their jobs in a manner reflecting ethical norms of justice and equity.

I also agreed to become Section Editor for *Philosophy Compass*; my ambit (shared with Gillian Brock) is to be political and legal philosophy, although my particular focus is supposed to be the commissioning of articles on the philosophy of law.

Last summer my book proposal entitled *Justice, Migration, and Mercy* was completed. This project was supported by the National Endowment for the Humanities through its Common Good initiative. The goal of this book is to increase the range of ethical questions that inform our discussion of migration; we often talk about justice in migration, but I think we have a reason to ask also about the moral character we display in our discretionary choices about migration. We have reason to worry about being unjust, I think, but often it's possible for a bit of migration policy to avoid injustice but still seem cruel. The book proposal is under review right now at Oxford University Press.

Much of my current time, however, is spent organizing my work for a six-lecture master class in Germany. This event involves a conference devoted to my work on migration; I will present six lectures (at two and a half hours each) detailing the progression of my thought on migration, to an audience of younger German academics. This conference is organized by a consortium of three universities; information about their activities can be found at <http://www.ethik-der-immigration.de/en/>. It is my hope that the process of organizing my thoughts for this conference will help the process of finishing the book manuscript; I'm presenting work on the legitimacy of borders, on the rights of refugees, on the relationship of mercy to migration, and on what sorts of reasons might be used to justify exclusion – all topics that are, sadly, increasingly relevant for politics. My intention is to finish the book on migration next academic year, before moving on to a project involving territoriality and the intergenerational right to political community. I'm planning to argue that intergenerational ethics involve not simply the right to a certain level of economic development, but a certain sort of relationship both to the past and to the future; we live in time, and care deeply about places what happens to places and institutions that will survive us. My goal is to build a set of ideas that helps us make sense of these worries, and to use them to understand intergenerational rights.



Carina Fourie

Benjamin Rabinowitz
Assistant Professor in
Medical Ethics

Department of Philosophy

Adjunct Assistant
Professor at the
Department of Bioethics
and Humanities

My work focuses on topics in the ethics of medicine, healthcare, and public and population health, as well as in social and political philosophy. I am particularly interested in research and teaching at the intersection of theories of equality and justice, and health and healthcare ethics; for example, I am currently working on projects on gender and the social determinants of health, and on inequality in global health partnerships.

Due to the applied nature of my work, my research and teaching overlaps with work in a number of other disciplines – including bioethics and the medical humanities, public and population health, sociology, and public policy – and I actively develop opportunities for interdisciplinary research and teaching, collaborating with colleagues across multiple disciplines.

In the academic year 2016-7, my second edited volume *What is Enough? Sufficiency, Justice and Health*, co-edited with a bioethicist at King's College London, was published by Oxford University Press. Included in the volume are two of my own peer-reviewed chapters, 'The Sufficiency View: A Primer' and 'Sufficiency of Capabilities, Social Equality and Two-Tiered Health Care Systems'. This interdisciplinary volume of new and original chapters, which includes work by philosophers, bioethicists and health economists, is the first edited volume exploring the topic of sufficientarianism, health and healthcare. It critically assesses the notion that a just society would facilitate individuals achieving, at a minimum, a threshold level of health or healthcare.

Additional publications this academic year include two papers on the ethical significance of the moral distress of health care workers—the first of these was published in the *American Journal of Bioethics*; the second is forthcoming in the *American Medical Association's Journal of Ethics*.

These papers provided an excellent opportunity to expand on my previous work on how best to define moral distress. Also forthcoming is a peer-reviewed chapter, 'Wrongful Private Discrimination and the Egalitarian Ethos' which has been accepted for publication by the editor of the forthcoming *Routledge Handbook on Discrimination*. Working on this chapter has helped me to develop a plausible understanding of discrimination that will be useful for future work on health disparities and stressors, such as the stressors of racial discrimination.

This year I have taught the following courses:

John Rawls's *A Theory of Justice* (PHIL 401); Social Philosophy: Equality and Racial Injustice (PHIL 410); Introduction to Medical Ethics (PHIL 242); and a Seminar on Social Philosophy: Health Justice (PHIL 510).

At the end of March 2017, the cross-disciplinary Benjamin Rabinowitz Symposium on 'Race, Health and Justice' took place. It included speakers from the fields of Medicine, Nursing, Social Work, English and Philosophy. I designed and organized this symposium, along with colleagues from Public Health and Sociology, in order to facilitate interdisciplinary dialogue on the pressing topic of racial disparities in health and healthcare. To similar end, I have also been working on building up an inter-disciplinary network, The Health and Inequality Network (THINK), which aims to connect students, researchers, and public health and healthcare professionals across UW, its affiliates and the Seattle community, who are interested in health, medicine and inequity. In this way my projects align with two express commitments of UW – the Population Health Initiative and the Race and Equity Initiative.

I serve on the advisory committees for the Washington Institute for the Study of Inequality and Race (WISIR), and for the Global Health Minor at UW; I am also a member of the Munich Center for Ethics (MKE) at the Ludwig-Maximilians-Universität München. During 2016-7, I had numerous opportunities to present my work; for example, I was invited to speak at: the Eastern Division Meeting of the American Philosophical Association (APA); the Treuman Katz Center for Pediatric Bioethics at the Seattle Children's Hospital; and the Bioethics Grand Rounds of the UW Medical School. Additionally, I am participating in a series of inter-disciplinary workshops on global health partnerships sponsored by the Simpson Center for the Humanities.



Stephen Gardiner

Professor of Philosophy

Ben Rabinowitz Endowed
Professor of Human
Dimensions of the
Environment

Director, Program on Values
in Society

My current research focuses on global environmental problems (especially climate change), on future generations, and on virtue ethics. This past year saw the publication of *Debating Climate Ethics* (Oxford University Press), a “for and against” book on the relevance of ethics to climate policy. Unsurprisingly, I argue for ethics; my co-author, David Weisbach of the University of Chicago Law School, argues against it. *The Oxford Handbook of Environmental Ethics* (Oxford University Press), which I co-edited with Allen Thompson, also appeared. It features more than forty essays surveying the current state of the field and signaling new directions.

I also published five papers. The first was a long review article on the current state of climate ethics in *Ethics*, the premier journal in moral philosophy. The second was a paper on intergenerational justice in a special issue of the *Canadian Journal of Philosophy* which will also appear as a book later this year. In that paper, I first argue that recent arguments for “making the grandchildren pay” for climate mitigation risk opening the door to extreme intergenerational extortion, and then go on to claim that more generic appeals to welfare and equality in political philosophy threaten to do the same. The other three papers were all co-authored ventures on the ethics of geoengineering. Augustin Fragnière and I published a book chapter on why geoengineering should not be framed as ‘Plan B’ in climate policy. Tom Ackerman and I produced a joint paper on teaching the ethics and science of geoengineering based on the class we co-taught last year. Alex Lenferna, a POV graduate student, was the lead author on a collaborative paper that emerged from that course and has just been accepted for publication in *Earth’s Future*, an interdisciplinary science journal.

This year I was awarded a grant from the National Science Foundation with Augustin for a project on political legitimacy, justice and geoengineering that runs from 2016-2018. The project includes a conference at the University of Washington in November 2017, a subsequent edited volume, and graduate student support.

Over the course of the year, I have given sixteen presentations, including keynote lectures at conferences at the London School of Economics (United Kingdom) and Pontifical Catholic University (Chile), as well as talks at the American Philosophical Association (Pacific Division), the Carnegie Council on International Affairs (New York), the Institute for the Future (Stockholm), Oregon State University, Princeton University, the University of Leeds, the University of Miami Law School, the Western Political Science Association, and Williams College. I also spoke at a symposium on ethics and climate policy featuring *Debating Climate Ethics* in Washington DC, and was a panelist at the New York Academy of Sciences’ event ‘Are We Alone in the Universe?’. I was a visiting fellow at the University of Reading (United Kingdom) for two weeks in November 2016, and will be an Erskine Fellow at the University of Canterbury (New Zealand) for four weeks in August 2017.

During the year, I taught an interdisciplinary graduate seminar for nonphilosophers on theories of justice, a large-lecture course on environmental ethics (jointly offered or cross-listed in environmental studies), and an advanced undergraduate course on ethics and climate change (jointly offered or cross-listed in environmental studies). I am currently teaching the Philosophy Honors seminar on climate justice and future generations. I have supervised three philosophy graduate students (as Chair), one post-doctoral fellow, and a visiting graduate student. One of the doctoral students defended his dissertation in August 2016, and the other two completed their prospectus examinations this year.

In July, I took up the position of Director of the Program on Values in Society. As well as the regular duties of the Director, I am organizing a workshop for Autumn 2017 featuring faculty from the Program on Values on the topic of “Ethics and Public Policy: 200 Days into the Trump Administration”, with sessions on disability, environment, healthcare, human rights, and immigration. I also continue to organize the series of Ben Rabinowitz Symposia in Environmental Ethics. The most recent symposium was a workshop on Climate Justice in May.



Sara Goering

Associate Professor of
Philosophy

Philosophy Graduate
Program Coordinator

Leader of Ethics Thrust at
the UW Center for
Sensorimotor Neural
Engineering

For the past five years, I have been affiliated with the UW Center for Sensorimotor Neural Engineering (CSNE), a National Science Foundation Engineering Research Center, focused on developing bidirectional brain computer interfaces to aid people with sensorimotor disabilities. My role is to run the ethics group, which involves independent research in neuroethics (both theoretical and empirical), education on neuroethics (coursework, journal clubs, etc.), and what we call “ethics engagement” with neuroscientists and neural engineers (integration of ethics and scientific research practices through RAs and a neuroethics fellows program).

The BRAIN Initiative (and similar programs across the world) has ignited interest in neuroscience and neural technology, and fostered rapid advances in computation neuroscience and neural engineering. Scientists can both “read” data out of brain activity (e.g., recognizing a motor intention from motor cortex and using it to help control a cursor or robotic arm) and also “write” it back into the brain (e.g., by adding electrical stimulation to specified targets to eliminate tremor with deep brain stimulation or to offer sensory feedback from a prosthetic hand by sending signals from an external sensor directly to the sensory cortex to produce tactile perceptions). These breakthroughs hold promise for creating alternative functioning for people who have neurological disorders, but they also open a new Pandora’s box of opportunities to control the human brain. Given how closely most people identify with their brains – seeing them as a central component of their identities, given how consciousness, memory, personality, mood, etc. all seem integrally connected with the brain – this new level of understanding and control over the brain is both exciting and potentially threatening. Our ethics group has worked to identify key

ethical issues related to implantable BCI technologies (e.g., issues of identity, moral responsibility, normality, authority, privacy, and justice), and has developed more in-depth analyses of how our sense of agency may be confused, if not undermined, through the use of such devices. In January of 2017, we developed a \$1.2 million NIH proposal in neuroethics that involves collaboration with colleges in Boston, Los Angeles, Portland and Freiburg, Germany, to explore normative and empirical issues of BCI and agency through longitudinal interviews with research subjects testing BCI devices (funding decisions will be made in summer 2017).

My colleague Eran Klein and I have a new article forthcoming in *AJOB Neuroscience* (“Staying the Loop: Relational Agency and Identity in Next Generation DBS for Psychiatry”), I wrote “*Neurodiversity and Neural Engineering*” for the *Routledge Handbook on Neuroethics* (forthcoming), and Rafa Yuste and I published a short commentary in *Cell* (“*On the Necessity of Ethical Guidelines for Novel Neurotechnologies*”). That commentary spurred an international collaborative workshop to develop such guidelines, to be held in late May 2017 and co-organized by the CSNE and Columbia University. In January, I was invited to the University of Freiburg to give a talk on agency and neural prosthetics at a workshop on neural engineering and neuroethics, and we are extending that partnership (they are collaborators in our NIH grant proposal, and we expect to host one of their graduate students at UW for a quarter next year).

In my philosophy for children work, I work at the national and local levels. As the Chair of the APA’s Committee on Precollege Instruction in Philosophy (CPIP), I have helped to organize sessions on outreach and philosophy for children at all three APA meetings, and I also managed the organization for the informal mini-conference on inclusion and diversity that took place for the first time at the Pacific APA in Seattle in April 2017. Under my direction, CPIP is developing a survey project of APA members to find out when they were first exposed to philosophy, and what topics first hooked them, to better understand who has access to precollege philosophy and in what form. Locally, I’ve continued teaching one quarter of our PHIL 498/EDUC 401 practicum course, and leading philosophy discussions with Kindergarten students at John Muir elementary on a biweekly basis. Through my Gerler fellowship, I have hired a videographer to attend most of those sessions, and we will be developing a short film about Kindergarten philosophy during summer 2017.

Affiliate Faculty

Affiliate faculty work alongside the core faculty. They teach courses, contribute to research, and broaden the expertise of the Program.



Bill Talbott

Professor of Philosophy

Joff Hanauer Honors Professor in
Western Civilization

Department of Philosophy

Bill Talbott has been active in organizing a number of events on ethical issues that have been co-sponsored and supported by the Program on Values. Bill was the principal organizer of a conference on “Immigration, Toleration, and Human Rights” that was held at UW on October 27-28, 2016, as detailed in the events section of this newsletter. One member of the Program on Values (Michael Blake) and one former graduate student in the Program on Values (Amy Reed-Sandoval) made conference presentations. The conference was the latest in a series of joint events that began with a conference at Goethe University Frankfurt in 2011 and will continue in the future with a another joint conference in Frankfurt, probably in 2017-18. Primary funding for the conference was obtained from the Global Innovation Fund of the UW Office of Global Affairs, although numerous other entities, including the Simpson Center for the Humanities and the Program on Values, provided funding and other assistance.

In March 2017, Bill was one of the speakers at a #philosophy responds session on “Civil Disobedience”. In spring quarter 2017, Bill is one of the primary organizers of two visits by outstanding guest speakers:

(1) May 1-5: Regina Kreide, Professor of Political and Social Theory and the History of Ideas at the Justus Liebig University in Giessen, Germany. Professor Kreide visited for days, during which time she made presentations and participated in discussions at UW-Bothell, UW-Tacoma, the Department of Political Science, the Department of Philosophy, and the Jackson School. She is one of the directors of the Collaborative Research Center “Dynamics

of Security” (SFB) and leads a research project on “Roma Minority Formation in Modern European History”. She is co-editor of *Zeitschrift für Menschenrechte (Journal for Human Rights)*. She led a Philosophy Department colloquium on “Global (In-)Justice”.

(2) May 11-12: Catherine Lu, Associate Professor of Political Science at McGill University, Associate Director of the Institute for the Study of International Development, and Coordinator of the Research Group on Global Justice of the Yan P. Lin Centre for the Study of Freedom and Global Orders in the Ancient and Modern Worlds. Professor Lu spent one day at UW-Tacoma and one day at UW-Seattle. She led a Philosophy Department colloquium on “Beyond Reparations: Towards Structural Transformation”.



Jamie Mayerfeld

Professor of Political Science

Adjunct Professor of Law,
Societies and Justice

Faculty Associate of the UW
Center for Human Rights

In 2016, I published *The Promise of Human Rights* with University of Pennsylvania Press. The book is an argument for the necessity and legitimacy of international human rights law. It seeks to rebut oft-heard arguments, in the United States and elsewhere, that international human rights law is an infringement of democracy. I argue on the contrary that international human rights law reinforces democracy by extending domestic checks and balances. The book combines theoretical discussions of human rights, constitutionalism, democracy, and sovereignty with an extended case study contrasting the divergent human rights approaches of the United States and Europe.

Since publication of my book, I have tentatively begun work a new project examining the morality of hate speech, offensive speech, and blasphemy. My initial thoughts have appeared in conference papers delivered at political science meetings in San Diego, Philadelphia, and Vancouver, BC. I explored this theme in an undergraduate seminar last fall on “Freedom of Religion and Speech.” I also recently reviewed Serdar Tekin’s book *Founding Acts for Perspectives on Politics*.

Otherwise, I continue teaching courses in political theory and human rights, advising graduate students on diverse topics, and enjoying the intellectually invigorating company of students and colleagues. This quarter I am teaching Introduction to Political Theory and an undergraduate/graduate seminar on theories of justice and democracy. Last Spring, I taught “Issues of Global Justice,” which is cross-listed with Political Science, Philosophy, and the Program on Values.



Alison Wylie

Professor

Departments of Philosophy and Anthropology, University of Washington

Department of Philosophy, Durham University

- *President of the Philosophy of Science Association*: I was elected by the PSA in November 2016, and began my term as vice-president in January. The current president, Sandy Mitchell (HPS, Pittsburgh) is making it a priority to address the anti-science agenda that the Trump administration is bringing to the leadership of the US and that we're seeing in many other contexts. The PSA is partnering with the Union of Concerned Scientists to sponsor a joint webinar on “Scientific Facts and Alternate Facts (sic)” to be aired to the UCS Science Network in June 2017; our own Andrea Woody will be one of the presenters in this webinar. More generally, we're committed to bringing the skills of our membership to bear in fostering considered and nuanced understandings of facts, evidence, science and policy in public discourse. The 2018 biennial meeting of the PSA will be held in Seattle (November 1-3) and will include a public forum.

- *2017 Dewey Lecture*: I delivered this invited lecture at the Pacific Division of the American Philosophical Association meetings in Seattle, April 14, on the topic “Philosophy from the Ground Up”.

- *Evidence books*: I published the second of the two ‘Evidence’ book projects I've been working on with archaeologist Bob Chapman: *Evidential Reasoning in Archaeology*, published by Bloomsbury in November

2016. Themes of epistemic responsibility are central to this exploration of the complex strategies of argument by which archaeologists establish evidential claims about the cultural past.

- *Advisor to the Society for American Archaeology Ethics Committee*: the SAA is undertaking a review and revision of the Principles of Archaeological Ethics, adopted in 1996. I co-convened the Committee and meeting at which the original SAA Ethics Principles were drafted in 1993, and was asked to consult with the current SAA Ethics Committee about a new framing statement for these Principles.

- *Center for Ethics of Cultural Heritage - “Stewardship” and “Cultural Heritage” projects*: I am actively involved in developing a cluster of projects on heritage issues at Durham University (DU), in conjunction with Geoffrey Scarre and Andreas Pantazatos at DU, and Helaine Silverman at Northeastern University. These involve analysis of the ethics dimensions of heritage management plans at the Durham World Heritage Site, and comparison with the World Heritage Site at Cuzco, Peru, where Silverman has done substantial work.

- *Ethics in Science*: in the last few years I've been developing a 200-level research ethics class (non-medical) designed for STEM students. It's a case-based analysis of issues ranging from research misconduct of the kind covered by the standard Responsible Conduct of Research guidelines, to the rights of human subjects and the ethics of experimentation with non-human animals, responsibility for broader social and environmental impact, and questions about ideals of objectivity and the role of social values in science.

- *Preserving the Past Together*: I am a member of the organizing group for a series of workshops, convened at UW this quarter and next, that is bringing together tribal representatives and Tribal Historic Preservation Officers, archaeologists and cultural heritage professionals in the Pacific Northwest. The lead on this project is Sara Gonzalez (Anthropology) and the aim is to develop a framework for collaborative research and training projects that fosters productive, sustained engagement between tribal communities and UW-based faculty and students. I will contribute to a final workshop in June at which we will draft a report on ‘best practices’ designed to inform heritage work in the region.

Visiting Scholars

The Program on Values in Society has the good fortune of being able to host leading scholars from across the globe who contribute to our teaching, research and broader mission.



Augustin Fragnière

From 2014-2016, Dr Augustin Fragnière was a visiting post-doctoral scholar at the POV. Dr Fragnière hails from Lausanne, Switzerland and holds a PhD in Philosophy

from the University of Paris 1 (France) and the University of Lausanne (Switzerland). During his visit, he undertook a range of research into the ethics of climate change, specifically looking at areas such as the science and ethics of geoengineering, and questions of individual responsibility in the face of climate change.

Below is a list of some of the work that Dr Fragnière completed during his stay as a visiting scholar:

Why Geoengineering is Not “Plan B”, Co-Authored with Stephen Gardiner, Published in Christopher Preston, *Climate Justice and Geoengineering*. Rowman and Littlefield.

Climate Change and Individual Duties, WIREs Climate Change, 7 (6): (2016)

Climate change and individual responsibility: Agency, moral disengagement and the motivational gap, Ethics, Policy and Environment, 18 (2):229-232 (2015)

Review of Elizabeth Cripps: Climate Change and the Moral Agent. Individual Duties in an Interdependent World, Environmental Values, 24 (5): 698-700 (2015)

Working together Professor Stephen Gardiner and Dr Fragnière were successfully awarded a grant from the National Science Foundation to further their work on *Geoengineering, Political Legitimacy and Justice*.



David Schlosberg

During the Winter of 2016, Prof David Schlosberg served as a visiting scholar at the Program on Values. Schlosberg is Professor of Environmental Politics at the University of Sydney, and Co-Director of the University’s Sydney Environment Institute.

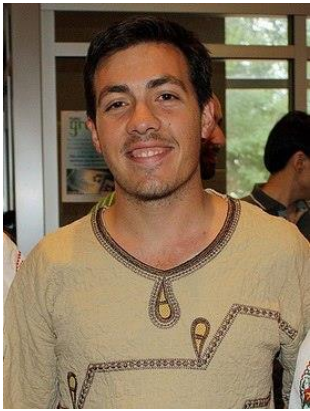
Schlosberg’s general interests are in environmental politics and political theory; his research focuses broadly on environmental and climate justice, environmental democracy and participation, and the political theory, tactics, and organization of environmental and environmental justice movements.

Schlosberg’s current work includes conceptions and practices of climate justice, ecological justice, and community strategies for sustainability and adaptation to climate change. He also writes on the impact of our realization of the Anthropocene, in terms of what it means for both environmental management and for human/nonhuman relations. Most recently, he co-edited the *Oxford Handbook of Environmental Political Theory*.

During his time at the University of Washington Schlosberg worked on a project focused on the new environmentalism of everyday life, with a focus on food, energy, and crafting movements. His work was part of a broader book project, which aims to learn from the theorizing occurring in environmental movements and community organizing focused on sustainable materialism. The project was funded by the Australian Research Council. During his stay, Prof Schlosberg also presented his research to the broader academic community through seminars and talks. He also presented a lecture on environmental justice to an undergraduate class taking environmental ethics.

Interviews

The POV Research Assistant Alex Lenferna undertook interviews with both of the visiting scholars to talk about their time at the University of Washington and the work they are doing more broadly. To listen to the interviews visit: <http://bit.ly/UWPhilSoundCloud>



Research Assistant

Alex Lenferna

Philosophy Department

PhD Candidate

POV Research Assistant

For the 2016-17 academic year, Alex Lenferna served as the Research Assistant for the Program on Values in Society. Alex worked with the POV director and faculty to ensure the smooth running, growth and development of the Program. He coordinated POV logistics, marketing, communication, administration, and research.

The POV provided funding for Alex to attend the Philosophy Graduate Student Association conference on *Environmental Ethics and Structural Oppression* at the University of Memphis. Alex presented a talk entitled *Climate Change, Structural Justice and Responsibility*. The talk was based on research from his dissertation entitled: *Ethics for Ending the Fossil Fuel Era*. Alex defended his prospectus this year, and is now a PhD Candidate working on his dissertation.

Alex presented research at the 2016 Pacific Northwest Political Science Association Conference. His presentation discussed how anthropogenic climate change is becoming one of the major driving factors of migration and forced displacement, and how this should affect our conceptions of global justice. He also presented research from his thesis on the moral case for divesting from fossil fuels at the 2016 International Society for Environmental Ethics Conference.

Alex was lead author of a journal article published in *Earth's Future*. It provided a combined ethical and scientific analysis of climate response tests of stratospheric aerosol injection, which are a subset of tests for geoengineering. The piece was co-authored by an interdisciplinary team of researchers at UW, including two atmospheric scientists, a civil and environmental engineer, and Professor of Philosophy Stephen Gardiner. The paper emerged from an interdisciplinary class on the ethics and science of geoengineering.

Alex has two forthcoming chapters in two separate edited collections on climate ethics and economics from Oxford University Press and Routledge. The chapter in the former collection makes the moral case for divesting from fossil fuels. The other chapter examines the political power and efficacy of the fossil fuel divestment movement. As both an advocate within the fossil fuel divestment movement and as a scholar, the chapter represents a form of immersed, engaged scholarship.

Alex was also invited to attend an expert workshop at the Stockholm Resilience Centre on *Social tipping elements instrumental for decarbonization by 2050*. Building off the workshop, he is working together with an international team of experts to finalize a research paper on what social tipping points will be most vital in moving the world towards a low carbon future.

Alex and fellow graduate student A.Y. Odedeyi were awarded the Simpson Center's Digital Humanities Summer Institute Fellowship. This fellowship provides funding to support them in a project to help bring the digital humanities into philosophical practice inside the classroom, in their research, and more broadly. They will both attend the Digital Humanities Summer Institute at the University of Victoria to help develop their digital humanities skills. They will then run a workshop on digital humanities in philosophy upon returning.

Alex served as a fellow to the non-profit Carbon Washington, which sponsored the carbon tax initiative on Washington State's ballot last year (I-732). He is also a Climate Justice Steward for the Alliance for Jobs and Clean Energy, and was involved in a range of fossil fuel divestment advocacy at both the university and city level. He helped form a Climate Caucus in both his local union UAW 4121 and at the county level. Alex also published seven opinion pieces on climate justice issues throughout the year in both South African and American news outlets.

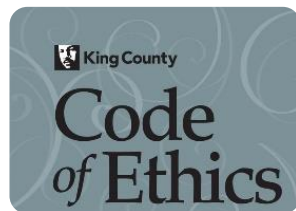
In the coming year, Alex will be passing on the role of POV Research Assistant to Blake Hereth, a fellow graduate student in the Philosophy Department. Blake is an Atlanta native working on the ethics of self-defense and war, animal ethics, and philosophy of religion. Ze has recently published a chapter on animals in the afterlife in *Paradise Understood* (OUP, 2017) and has a forthcoming paper defending radical pacifism in *Social Theory and Practice*. In zir spare time, Blake hikes the bountiful Pacific Northwest with zir partner and puppies.

Grants & Outreach

The Program on Values faculty are involved in a range of outreach, community engagement, and interdisciplinary work. Below we feature some of our activities.

King County Ethics Board

Professor Michael Blake was appointed as a Commissioner on the King County Board of Ethics. This is the Board that oversees the administration and interpretation of the Code of Ethics for King County Employees. The Code deals with the ethical issues that arise in the course of working for King County; it describes the specific ethical obligations held by employees and elected officials alike. There are provisions in the Code about both rights and responsibilities: about what King County employees may expect in the course of their work for the County, and about what they must avoid doing. Thus, the Code deals with issues such as employment and promotion, reimbursement for work-related expenses, conflicts of interest, and protection for whistleblowers. The Board is expected to meet regularly to offer advice about how the Code is to be understood and updated; we also issue advisory opinions about topics on which the Code is ambiguous. We also offer a consultation service, which allows King County employees to ask specific questions about ethical problems emerging from their employment. The goal in all our activities is to ensure that King County employees are able to do their jobs in a manner reflecting ethical norms of justice and equity



The Department of Bioethics and Humanities at the UW School of Medicine holds 'Bioethics Grand Rounds' for the continuing ethics education of clinical practitioners, and medical and nursing students. Professor Carina Fourie was invited to speak at the Grand Rounds in January 2017. The topic of her talk was moral distress, a form of psychological distress suffered by health care professionals and associated with the ethics of patient care. An example would be the distress a nurse feels when the parents of a terminally ill neonate insist on aggressive, futile treatment, and the nurse is convinced that this kind of treatment is only increasing the infant's suffering. Among the concerns raised about the moral distress prevalent in clinical settings is that increased distress may create a negative working environment and could impact staff turnover and retention. In her talk, Professor Fourie parsed out ethical reasons why we should be concerned about this form of distress. These are important to distinguish when thinking about what we should do about moral distress in clinics. She highlighted that a particular worry distinct from concerns about the negative consequences of moral distress is the possibility of its unfair distribution. If nurses, for example, are more likely to suffer moral distress than physicians by virtue of their professional obligations and the decision-making hierarchies in clinics then we have *reasons of fairness* to reduce, or to compensate for, moral distress.

National Science Foundation Grant for Geoengineering Research



Professor Steve Gardiner and Research Associate Augustin Fragnière have been awarded a grant from the National Science Foundation to further their work on *Geoengineering, Political Legitimacy and Justice*. This two year grant will enable Steve and Augustin to develop an international research community that focuses on the ethical and political issues concerning geoengineering. Geoengineering, commonly defined as “the deliberate large-scale manipulation of the planetary environment to counteract anthropogenic climate change”, is emerging as an important topic in climate policy. Yet serious concerns have been raised about the technical feasibility, political viability and ethical desirability of key geoengineering techniques.

Their project focuses on normative issues of procedural justice, distributive justice, and political legitimacy, especially as they apply to the potential governance of geoengineering. One central question is whether consideration of these issues provides reasons to favor some forms of geoengineering over others, or to resist some more vigorously than others. Another is how to incorporate normative considerations into a value-sensitive governance system. The project will involve conferences at the University of Washington and in Europe, an advance interdisciplinary seminar at the University of Washington, and the production of an edited volume

Inclusion & Diversity in Philosophy



POV faculty member Associate Professor Sara Goering, working with the UW Department of Philosophy Climate Committee, organized a mini-conference on issues of inclusion and diversity in philosophy at the recent meeting of the Pacific Division of the American Philosophical Association (held in Seattle in April 2017). The mini-conference was co-sponsored by a wide variety of APA committees: Committee on the Status of Blacks in Philosophy, Committee on Hispanics, Committee on the Status of Women in Philosophy, Committee on Inclusion and Diversity, Committee on Precollege Instruction in Philosophy, and Committee on Teaching Philosophy, as well as the Pacific division of the Society for Women in Philosophy. The result was a fantastic day-long event with panels and talks on issues related to disability accessibility and institutional barriers, "traitor" identities, philosophy outreach to traditionally underrepresented groups, issues of recruitment and retention of women and students of color, diversity-focused hiring practices, and more. Given the great reception to the mini-conference sessions, a group of volunteers will work to set up a second mini-conference for the next Pacific APA meeting (to be held in San Diego, CA in 2018), with an eye to building a more inclusive profession.

Teaching

The Program on Values in Society offers both a Graduate Certificate in Ethics and an undergraduate Minor in Ethics.

Ethics Minor

POV offers an interdisciplinary undergraduate minor in ethics. The minor in ethics (formerly known as the minor in values in society) provides interdisciplinary training in ethical reasoning, with a view towards the application of this reasoning to concrete problems of social and political importance. By encouraging students to recognize and analyze how the abstract terms of ethical theory play out in practice, as well as how the practical realities of work within various disciplines inform and constrain ethical argumentation, the minor enables students to make positive and informed contributions to ethics in their work and in the wider community. The minor is intended to be an integrated component of a student's studies. Students complete the minor by taking select values courses in philosophy, their major, and related disciplines. Below are testimonies from two students who undertook the ethics minor



Erika Carlson
Ethics Minor

The ethics minor has been an invaluable part of my educational experience. As a Communication major and Sales Program participant, the Ethics option allowed me to broaden my area of study, while also complimenting

what I am already passionate about. In high school, I took philosophy and humanities courses, and although I chose a different major, I was eager to continue my love for the subject by taking ethics classes. Without this minor as an option, I would not even have considered several courses I ended up taking such as Philosophy of Law, Contemporary Moral Problems, Introduction to Ethics, to name a few of my favorites. Whether the minor complimented my career goals, such as business related ethical issues, or just served

as a general learning opportunity, these courses expanded my knowledge and forced me to think abstractly about important issues relevant in today's world. Whereas many of my major courses included Accounting, Economics, and Marketing, my ethics classes forced me to think critically, write thoroughly, and understand multiple points of view, while also sharpening my debate skills. I can honestly say that this minor served as a mental outlet, extracting me from the business realm and into a sea of rich debate and captivating reads. Finally, I recommend this minor to anyone seeking a well-rounded "liberal arts" experience, or to anyone with a desire to diversify their learning.



Morgan Mullin
Ethics Minor

I am in my senior Spring quarter here at the University of Washington, and I believe the fact that I will be graduating with a Philosophy Ethics Minor will add an important and very unique quality for whichever career path I choose. The thing

about ethics is that it is so completely relevant to every single field. It forces people to ask the hard questions, and then learn to work together to understand multiple sides of issues. This minor is something I will take with me throughout my entire life, and not just with my career, but with my overall being. It has taught me to question things and think in more complex ways. It has taught me that not everything is black and white in this world, and if an issue seems to be black or white for me, this minor alone has forced me to open my eyes and take a step back to view issues from a new perspective. I think striving to do what is ethically right can be a challenge, however it is completely necessary. I have left almost every single ethics class I have taken more confused than ever, but I believe that to be one of the most incredible feelings. I truly hope this minor continues and I think it is a great and unique minor that will only continue to open the eyes to so many young individuals who have such long lives ahead where they can apply what they have learned and strive to push for ethical greatness.

Graduate Certificate in Ethics

The Program on Values in Society aims to facilitate graduate research in ethics as it arises across the disciplines. The graduate certificate in ethics is designed to provide students with the knowledge and skills necessary for integrating ethics and ethics scholarship into their chosen field. The curriculum accommodates diverse student interests and facilitates cross-disciplinary conversations and scholarship. The core courses provide students with the necessary groundwork for pursuing ethics scholarship as it relates to their field of study. Students work with their faculty advisor to create a course of study specifically suited to their interests. The rich resources of the University of Washington make it possible to develop innovative ethics projects in almost any field. The Department of Philosophy also offers an array of courses on ethics, which can supplement, or be taken in place of, discipline specific ethics courses. Below are testimonies from two students who recently undertook the graduate certificate in ethics.



Elizabeth Parks **Graduate Certificate in Ethics**

The classes that comprise the Program on Values in Society (now the Graduate Certificate in Ethics) were a great complement to my doctoral work in Communication which blended the study of communication and language, philosophy and ethics, and cultural studies and difference. During my first course in the Values in Society series, I explored with other UW students what "justice" entailed in everyday life and in our own fields. As we came from diverse disciplines from across the university, our conversations challenged me to think in new ways and explore questions from different standpoints. To complete this course, I wrote a term paper related to the ethics of endangered language preservation and, after valuable feedback from Dr. Stephen Gardiner, went on to present this paper at the National Communication Association convention. Because of the conversations that emerged at this conference, and with the flexibility offered to me in the final two classes of the graduate certificate series with Dr.

Michael Blake, I had the unique opportunity as an early career scholar to be a guest editor for a special issue of "Listening: Journal of Communication Ethics, Religion, and Culture" related to the ethics of language development that published a revised form of my original paper and included a number of related articles by international scholars in Winter 2016. This year, as I finish my Ph.D. and begin a tenure-track faculty position at the University of Minnesota Duluth, I am thrilled to be able to focus my research and teaching on ethics and language -- the very interests that led me to pursue this interdisciplinary graduate certificate three years ago and that complemented the work I wanted to do in the Communication Department so perfectly. The scholar I am today is a direct result of the Program on Values in Society graduate certificate and I am incredibly grateful for the time and space to pursue my passion for ethics with other scholars across the UW.



Elizabeth Lev **Graduate Certificate in Ethics**

I first developed a strong interest in Environmental and Climate Ethics during my senior year as an undergraduate. As I now pursue a Master's degree in Environmental and Forest Sciences, the Graduate Certificate in Ethics has encouraged me to look beyond my own discipline and explore the different ways in which issues of ethics and justice are relevant to my own research. Out of the two core courses offered for this certificate, I chose "Justice Matters: An Exploration of Justice as a Social Ideal." This course added depth to the way I think about social and environmental justice issues, while giving me a strong foundation in philosophical analysis and highlighting the implications of foundational philosophical literature in relation to my own studies. Most importantly, the professors I have worked with through the Program on Values have provided me with invaluable feedback and support in my graduate studies. I have thoroughly enjoyed my experience studying through the Program on Values; both the coursework and the faculty have helped me strengthen the impact of my research by connecting it to current discourses in ethics and justice.

Events

The Program on Values in Society organized several workshops, symposia, and lectures throughout the academic year. Below are some of the major events we sponsored.

Immigration, Toleration, and Human Rights Conference



Amos Nascimento - UW Tacoma. Opening the Conference

Bill Talbott, Michael Rosenthal, and Amos Nascimento (UW-Tacoma) organized a conference and panel discussion that were held at UW on October 27-28, 2016. The topic of the conference was “Immigration, Toleration, and Human Rights” and the topic of the panel discussion was “Immigration, Religion, and Human Rights.” The conference was part of an ongoing collaboration between the tri-campus UW interdisciplinary research cluster on Human Interaction—Normative Innovation (HI-NORM) and the Cluster of Excellence on the Formation of Normative Orders at the Goethe University in Frankfurt, Germany. The conference and panel discussion were the latest in a series of joint events that began with a conference at Goethe University Frankfurt in 2011. In 2017, there will be a joint conference in Frankfurt.

The conference and panel discussion included participants from Goethe University as well as participants from the University of Duisberg-Essen, Germany; the Justus Liebig University in Giessen, Germany; from Rhodes University, Grahamstown, South Africa; from the University of Texas at El Paso; and from UW-Tacoma and UW-Seattle. The topic was intentionally very broad, to include issues of concern in the U.S. and outside the U.S. and to include a wide variety of approaches. The presentations addressed such topics as the potential for critical theory to provide a useful framework for thinking about immigration issues (Amos Nascimento); the appropriateness of military force

in humanitarian interventions (Elizabeth Bruch); the racial injustice of policies in the U.S. that stigmatize the “undocumented” (Amy Reed-Sandoval); whether the assertion in France and other European countries of free speech rights for speech that is deeply offensive to Muslims is objectionable because of its effect in reinforcing their less than equal status in those countries (Mahmoud Bassiouni); the Western European colonizers of Africa as “immigrants” and what we in the West can learn from African attitudes toward immigration (Uchenna Okeja); problems of internal “immigrants” such as the Roma in Europe (Regina Kreide); the importance of paying attention to the variety of reasons that people have for becoming immigrants (Andreas Niederberger); and the limits of justice and the need for mercy in addressing issues of immigration (Michael Blake). The evening panel was chaired by Michael Rosenthal. It included Thomas Schmidt from the Goethe University in Frankfurt, Sarah Eltantawi from Evergreen State College, and Kathie Friedman from UW-Seattle.

The conference, panel discussion, and related events were co-sponsored by the UW Tri-Campus Research Cluster on Human Interactions and Normative Innovation (HI-NORM), the Global Innovation Fund of the UW Office of Global Affairs, the Walter Chapin Simpson Center for the Humanities, the School of Interdisciplinary Arts & Sciences at UW-Tacoma, the Department of Philosophy, the Program on Values in Society, the Stroum Center for Jewish Studies, the Friends of Philosophy, the UW Center for Human Rights, the MERCUR Research Project: Ethics of Immigration at the Institute for Advanced Study in the Humanities in Essen, and the Cluster of Excellence: The Formation of Normative Orders at the Goethe University, Frankfurt, Germany.



*The Closing Panel Discussion on Immigration, Religion and Human Rights.
Videos of all the talks are available on the Philosophy Department YouTube Channel*

RACE HEALTH & JUSTICE

Benjamin Rabinowitz
Symposium in Medical Ethics

Симпозиум в области Медицинской
Этики

The Benjamin Rabinowitz Symposium in Medical Ethics: Race, Health & Justice took place on March 31st at the University of Washington. The purpose of the symposium was to bring together an interdisciplinary group of students and faculty, as well as researchers and policy-makers from the surrounding community, who are interested in health equity, and who think critically about race and justice. Despite a professed commitment to equality, the U.S. continues to manifest systematic inequalities in the determinants of health and in access to health care, which continue to severely disadvantage people of color. Identifying and ameliorating these disparities means considering the causes and manifestations of racial disparities in medicine and in healthcare, in public health, and in the social determinants of population health. It also means thinking beyond traditional notions of healthcare and public health to, for example, reforming policing and the criminal justice system. Communication and collaboration across disciplines and specializations thus becomes essential.



The symposium was opened by a welcome address from Edward Taylor (Vice Provost and Dean of Undergraduate Academic Affairs, UW). The Welcome Address was followed by three thematic panels and the keynote speech. The talks in the panels shifted from considering racial disparities in health care and in public health in panels 1-2, to considering the wider social, economic and political systems and norms that influence health and racial inequality in panel 3, and concluding with the keynote speech. Videos of all the talks are available on the Department of Philosophy YouTube Channel.

Panel 1: Racial inequities and the clinic: Implicit bias, distrust and provision of care:

- “Managing Implicit Bias: Data Collection and Other Strategies,” Janice Sabin, Biomedical Informatics and Medical Education
- “Racial Disparities at the End of Life,” Crystal Brown, Medicine
- “Recognizing Legacies of Distrust,” Tim Brown and Sara Goering, Philosophy

Panel 2: Racial inequities in women’s health:

- “Evaluating Mechanisms of Racial Disparities in Breast Cancer Survival,” Wendy Barrington, Nursing
- “The Black-White Mortality Gap in Endometrial Cancer,” Kemi Doll, Obstetrics and Gynaecology
- “Birth Outcomes Among African American Women Over the Life Course,” Amelia Gavin, Social Work

Panel 3: Freedom to be healthy? Health, health care and injustice

- “The Afterlife of Slavery: Human Reproduction in Biocapitalism,” Alys Weinbaum, English
- “Dying Inside: Care, Control, and Freedom for Prisoners at the End of Life,” Johanna Crane, IAS Bothell
- “Death by a Thousand Cuts: The Health Implications of Black Respectability Politics,” Hedwig (Hedy) Lee, Sociology

The last event of the day was the keynote address by Myisha Cherry (Philosophy, University of Illinois, Chicago, and Harvard University) entitled “Solidarity Care: How to Take Care of Each Other in Times of Struggle”.

The symposium was organized by Carina Fourie (Program on Values in Society, Philosophy), Anjum Hajat (Epidemiology, School of Public Health) and Hedwig Lee (Sociology), in conjunction with THINK (The Health and Inequality Network), and with research/administrative assistance from Alex Lenferna (Program on Values in Society, Philosophy). Many thanks go to the generous sponsors: The Benjamin Rabinowitz Endowment in Medical Ethics; the UW Department of Philosophy; the UW Program on Values in Society; the UW School of Public Health; and the UW Department of Sociology.



The Program on Values in Society and the Department of Philosophy hosted the Ben Rabinowitz Workshop on Climate Justice on the 19th of May. The workshop which was organized by Professor Stephen Gardiner featured three main speakers, these were:

Professor Catriona McKinnon is Professor of Political Theory, and Director of the Leverhulme Programme in Climate Justice, at the University of Reading. Prof. McKinnon presented a talk titled: *Endangering Humanity: An International Crime?*

Professor Breena Holland is Associate Professor in the Department of Political Science and the Environmental Initiative at Lehigh University. Prof. Holland presented a talk titled: *Ecological Resources and Capabilities Justice: How Much is Too Much?*

Dr. Alexandre Sayegh, is a Postdoctoral Fellow at the MacMillan Center for International and Area Studies and a Lecturer at the Department of Political Science at Yale University. Dr. Sayegh presented a talk titled: *Climate Justice After Paris: A Normative Framework.*

The workshop was open to the public and was attended by students from Stephen Gardiner’s senior honors seminar in philosophy: *Justice for Future Generations*. Professor Gardiner’s students provided comments on the work of the presenters.

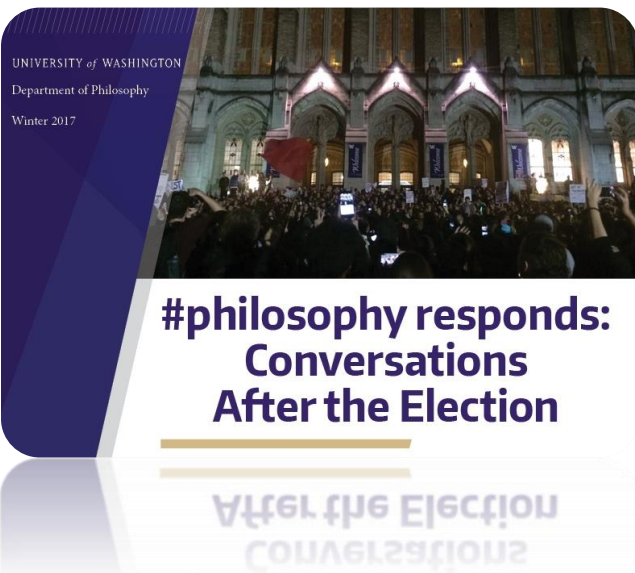
High School Ethics Bowl

The POV co-sponsored the Washington State High School Ethics Bowl – a competition in which teams analyze a series of wide-ranging ethical dilemmas involving topics such as cheating, plagiarism, peer pressure, relationships, and abuse of social media. An Ethics Bowl is similar to a debate. However, in Ethics Bowls teams are not forced to take adversarial positions or to hold fast to an assigned perspective. Instead, students have a forum in which to engage in dialogue, and they are judged on the quality of their analysis and the degree to which they engage in a thoughtful, civil exchange. The competition took place on Saturday, February 4, 2017, at the University of Washington School of Law, involving about 70 high school students and teachers and 30 judges, lawyers, UW faculty and other educators participating, as well as many undergraduate and graduate student volunteers.

Awards went to the following schools: First place: Seattle Academy; Second place: Chief Sealth High School Team 1; Third place: Chief Sealth High School Team 2. Award for Civil Dialogue: Rainier Beach High School Teams 1 and 2. Seattle Academy went to the [National High School Ethics Bowl](#) in April at the University of North Carolina at Chapel Hill, where the team made it to the quarter finals round.

In March, the four trophy-winning teams also participated in a “Day in Olympia”, which included a private tour of the Washington State Supreme Court (and attendance at an oral argument session), a meeting with the Governor and the Lieutenant Governor (pictured below), a tour of the Capitol Building, and a lunch reception with the Supreme Court justices.





Colloquia



The POV helped organize the following visiting speakers who presented colloquia at the University of Washington Department of Philosophy Colloquia series.

Professor Sara Goering and Professor and Chair of Philosophy Andrea Woody coordinated a series of discussions entitled *#Philosophy Responds: Conversations After the Election*. The series explored how the tools of philosophy can help us to grapple in productive ways with important social issues that have gained renewed attention following the 2016 national election cycle. The series consisted of the following sessions

Hate Speech and Slurs

Luvell Anderson, University of Memphis, Philosophy
Michael Blake, UW Philosophy
Paul Franco, UW Philosophy

Facts and Fake News

Amanda Hornby, Head of Teaching & Learning, UW Odegaard Library
Morag Stewart, UW Libraries
Ben Feintzeig, UW Philosophy
Dustyn Addington, UW Philosophy

Recognizing and Combatting Racism and Sexism

Carina Fourie, UW Philosophy
Sara Goering, UW Philosophy
Tim Brown, UW Philosophy

Civil Disobedience

Bill Talbott, UW Philosophy
Sam Sumpter, UW Philosophy



Philip Cafaro, Professor of Philosophy at Colorado State University. Professor Cafaro gave a talk entitled *Franklin's Economy, Washington's Will, and Jefferson's Wine Cellar: America's Founders on Virtue and Vice*.

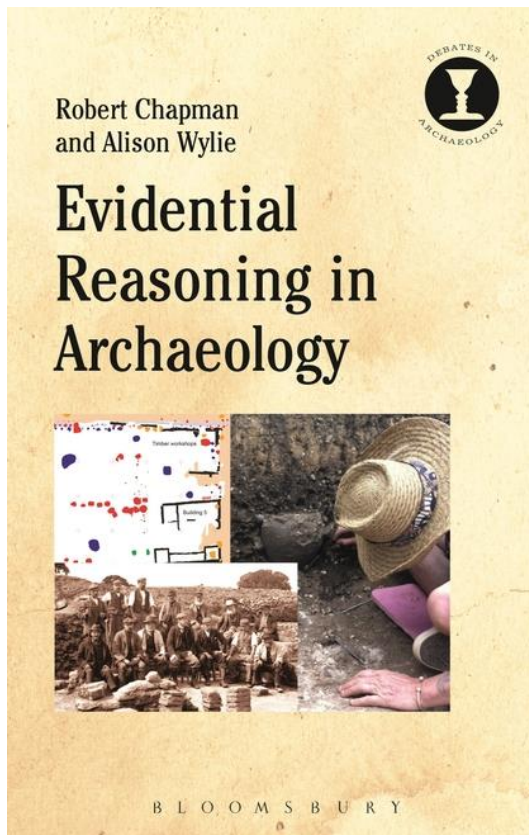
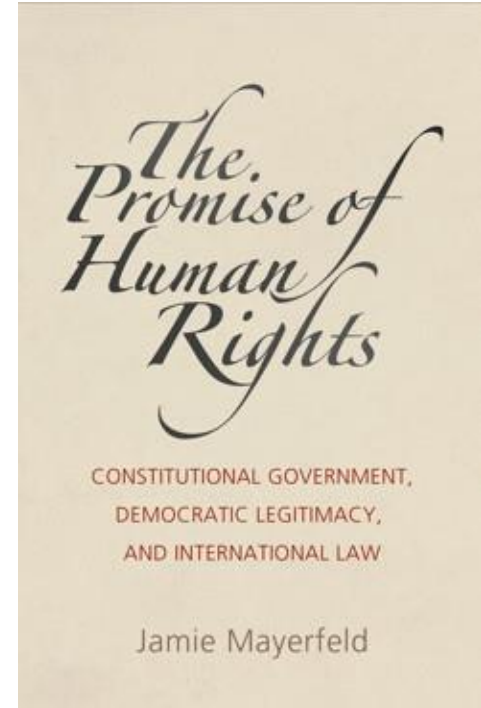
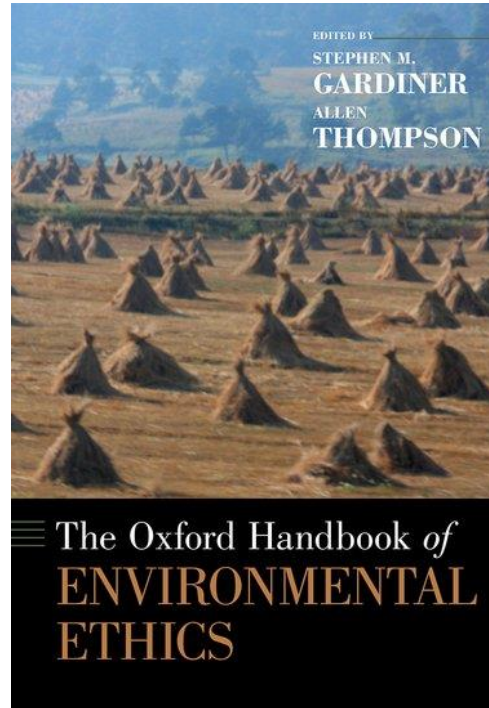
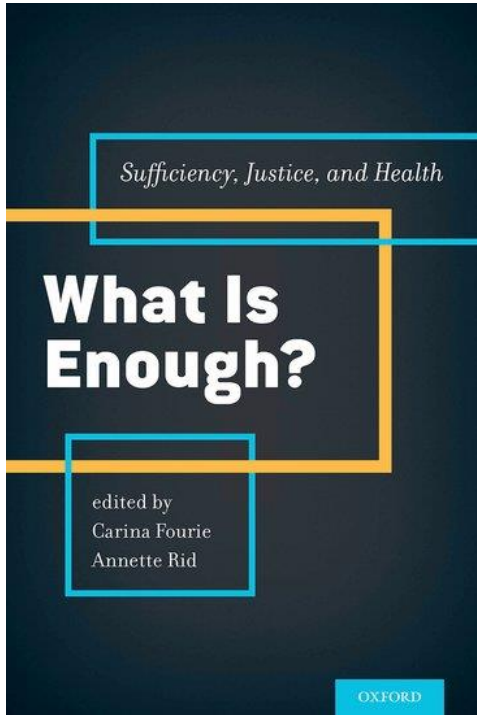


Regina Kreide, Professor of Political & Social Theory and the History of Ideas at the Justus Liebig University in Giessen, Germany. Among several other activities, Professor Kreide led a Philosophy Department colloquium on "Global (In-)Justice".



Catherine Lu, Associate Professor of Political Science at McGill University. Among several other activities, Lu led a Philosophy Department colloquium entitled "Beyond Reparations: Towards Structural Transformation".

Faculty Books 2016-17



DEBATING CLIMATE ETHICS

STEPHEN M. GARDINER AND
DAVID A. WEISBACH



PROGRAM ON VALUES IN SOCIETY

UNIVERSITY *of* WASHINGTON

Department of Philosophy

Contact Us

Program on Values in Society

University of Washington

Box 353350

Seattle, WA 98195

Email: ponvins@uw.edu

The Program on Values in Society is a center for research, teaching and outreach on ethical issues that arise across the disciplines and in society at large.



To support the Program on Values in Society you can donate to the Values in Society Fund at: <https://phil.washington.edu/support-us#giving>

Newsletter Compiled by POV Research Assistant Alex Lenferna



PROGRAM ON VALUES IN SOCIETY

UNIVERSITY *of* WASHINGTON

Department of Philosophy

2018 Newsletter

CONTENTS

FACULTY SPOTLIGHT

WHERE ARE THEY NOW

RESEARCH ASSISTANT

GRANTS & OUTREACH

TEACHING

EVENTS



The Program on Values in Society at the University of Washington is a center for research, teaching and outreach on ethical issues that arise across the disciplines and in society at large. We seek to increase the integration of ethical thinking into public discussions within the University context and in the broader community. We are interested in applied ethics generally, and support work on numerous topics, and from a variety of perspectives. Our current areas of focus include climate change, disability, equity and race, environmental justice, feminist ethics, human rights, immigration, justice in health care, neuroethics, planetary health, social equality, and the role of values in science.

The Program on Values in Society is a center for research, teaching and outreach on ethical issues that arise across the disciplines and in society at large.

As you'll see, it has been another busy and highly productive year for the Program, including a dizzying array of courses, publications, conferences, presentations, op-eds and invited speakers. I hope you enjoy reading about the impressive contributions of our students, research associates and faculty. I also want to take this opportunity to announce a change in how we present ourselves. From the Fall of 2018, we will be known as the 'Program on Ethics'. We will officially launch the new name at our inaugural event. Our 1st Annual

Ethics Lecture will be given on Monday, October 8th. Samuel Scheffler, University Professor in the Department of Philosophy and the Law School at New York University, and one of America's foremost ethical theorists, will speak about his new book *Why Worry About Future Generations* (Oxford, 2018). We hope that you will join us to celebrate!

Steve Gardiner

Director, Program on Values in Society



Faculty Spotlight

The POV Faculty are doing important research, teaching, and work across a variety of issues. Here we highlight some of the significant work of our faculty members.



Michael Blake

Professor of Philosophy, Public Policy and Governance

Department of Philosophy

Daniel J. Evans School of Public Affairs

I write and teach on aspects of justice that cross international borders. Much of my current research is on the ethics of migration control; I'm writing about whether states may justly refuse admission to outsiders who want to become insiders. I've spent much of the past year focused on this question—although several other opportunities have given me a reason to develop a slightly broader portfolio of interests.

Much of my time has been taken writing a book on migration. The book is tentatively called *Justice, Migration, and Mercy*, and it's under contract with Oxford University Press. The book argues that states do have a limited right to exclude—but it's a right founded on the state's nature as a jurisdictionally limited entity, rather than on any vision of the state as site for some sort of national or cultural group. The book also argues that the question of justice isn't the only one we might reasonably ask about migration policy. I'm developing an argument that the moral flaw with much of our migration policy isn't injustice, but cruelty—which I understand as a failure to recognize and respect the virtue of mercy. These ideas were really best developed last summer, when I gave a Master Class on migration for a group of four German universities. The Master Class enabled me to spend a week teaching German and Swiss graduate students my particular take on how the ethics of migration might be understood.

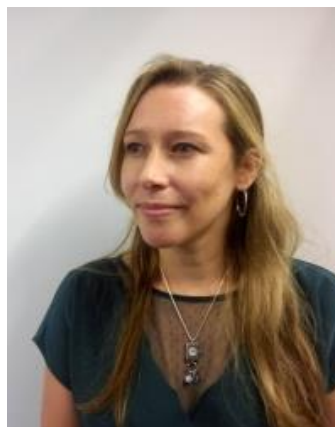
I've also been working on arguments about the morality of more specific bits of migration—including the question of how to think about the moral quality of migrating without right. I argue that the state's right to exclude doesn't entail

that those who break the law excluding them are immoral—and that recognizing this may limit what can be done in response to undocumented migration. I gave versions of this paper at the European University Institute of Florence, Oxford University, and the University of Tennessee. I also gave related papers at a number of other universities and conferences—including the University of Ottawa, Princeton University, the International Studies Association, and the American Philosophical Association.

I was also asked to participate in Ambassador Samantha Powers's Tanner Lectures at Stanford University. Ambassador Powers presented work on how we might look at the history of American activism, so as to develop strategies for speaking back to authoritarian politics. I argued that the past may not provide much guidance, given the extent to which the moral backdrop to modern partisan politics may have changed significantly in recent years.

I wrote a number of less academic pieces, including pieces on the morality of eliminating DACA, on the problem of bullshit in politics, and on the inclusion of citizenship questions on the census. These pieces were widely republished, including by the online homes of the *Los Angeles Times*, the *Houston Chronicle*, and the *Chicago Tribune*.

Finally, I began this year to take on some more editorial responsibilities. I'm now on the board of the American Society for Legal and Political Philosophy, which produces the journal *Nomos*, and I'm a section editor (with Gillian Brock) for the legal and political division of *Philosophy Compass*. I also continued to work with King County, through my role on the county's Board of Ethics.



Carina Fourie

Benjamin Rabinowitz
Assistant Professor in
Medical Ethics

Department of Philosophy

Adjunct Assistant
Professor at the
Department of Bioethics
and Humanities

My work focuses on injustice and inequality in the realms

of medicine, health and healthcare, and this last academic year I considered two specific topics within these broader realms: inequalities in global health partnerships and gender bias in research on the social determinants of health. The former topic was inspired by an invitation to participate in an interdisciplinary workshop funded by the UW Simpson Center which assessed ‘global health partnerships,’ such as a research collaboration on HIV-AIDS between an African and North American university. The inequalities between partners of this kind have raised concerns—for example, so-called partners from the Global South are often subjugated to secondary roles in research projects such as the role of data collection, and often lack say over the study design. In response to this concern I wrote the paper, “The Trouble with Inequalities in Global Health Partnerships: An Ethical Assessment,” published in May 2018 in a special edition of the open access, peer-reviewed *Medicine Anthropology Theory*. In this paper, I identify and parse out the relevant inequalities that often characterize global health partnerships and spell out why these inequalities are ethically problematic. Information on which inequalities matter for global health partnerships is needed in order to make them more equitable.

A second paper developed in the last academic year is on gender bias and health. I highlight gender biases in the measurement of health and social status may be skewing results about how men and women are affected by social determinants of health. I then assess the ethical implications of this bias, before turning to consider solutions for mitigating it. In between work on these papers, I have also developed a new research project, which will be one of my primary areas of research in the next years. The project, “The Injustice of Distress: A Bioethical Assessment of Stressors, Affective States and Health Inequities,” is interdisciplinary and aims to assess the relationship between health inequity and the psychological distress associated with anxiety, uncertainty and fear when caused in part by social factors such as discrimination. This project aims to make headway in assessing how to achieve equity in the social determinants of health and contributes to an under-developed topic in bioethics: affective states or emotions.

For medical, healthcare and population health ethics, interdisciplinary work is essential. With this in mind, I organized my third annual interdisciplinary Benjamin Rabinowitz Symposium on Medical Ethics, which took place on April 13, 2018. Speakers from the fields of

philosophy, medicine, anthropology, psychology, and others discussed the often-neglected topic, “Life Support: The Role of Family, Friends, and Social Support in Health and Healthcare.” Medical and healthcare ethics have often focused on the relationships between patients and healthcare workers. And yet much healthcare and social support comes from, or is expected from, family, friends and the community. Additionally, treatment decision-making does not fall to patients alone—e.g., guardians may make decisions about continuing or halting treatment. The interdisciplinary symposium aimed at highlighting ethical concerns related to informal caregiving, social support and the role of family in clinical decision-making, focusing particularly on patients or care-givers who are vulnerable, marginalized or oppressed. For example, the lack of social support and caregiving for older adults with dementia was one of the topics under discussion.

The courses I teach are in applied ethics—particularly medical and public health ethics—as well as on social and political philosophy. This academic year, I taught two advanced undergraduate courses—on Public Health Ethics (PHIL 441) and Social Philosophy with a focus on racial injustice (PHIL 410)—as well as the introductory lecture course on Medical Ethics (PHIL 242). My courses often concern issues of injustice, and even in my course on Medical Ethics, injustice is often raised—for example, genetic testing is discussed in relation to the devaluing of people with disabilities, and informed consent in relation to the stigmatization of patients with mental illnesses. I also consider the wider social and political context in which health care workers need to make treatment decisions—examining, for example, the lack of universal healthcare coverage in the U.S., and the implicit biases of health care workers which can lead to unfairness in the provision of healthcare for marginalized groups. I am South African and was pleased to add South African sources this year to my Public Health Ethics and Social Philosophy courses, including the work of antiapartheid activist Steve Biko on the Black Consciousness Movement.

Along with my co-organizer in the School of Public Health, I have been continuing to develop the interdisciplinary network, THINK (The Health and Inequality Network) which aims to connect researchers, faculty and students at UW as well as those in the wider Seattle community working on issues related to health and inequity. Recently we set up opportunities for researchers at UW to share work and collaborate with researchers working on the social determinants of health at a health care foundation.



Stephen Gardiner

Professor of Philosophy

Ben Rabinowitz Endowed
Professor of Human
Dimensions of the
Environment

Director, Program on Values
in Society

Much of my work this year has centered around climate engineering—intentional, technological interventions into planetary systems at a global scale with the aim of reducing the impacts of climate change. Under our grant from the *National Science Foundation* for our project on political legitimacy, justice and geoengineering. I took the lead in organizing conferences at the UW (November 2017) and the University of Reading (September 2018), two journal special issues, and an edited volume. I also co-taught an advanced interdisciplinary course on the science and ethics of geoengineering with Tom Ackerman (Atmospheric Sciences) that was cross-listed in philosophy, environmental studies and atmospheric sciences. A joint and student-led paper that emerged from the previous offering of this course—“Relevant Climate Response Tests for Stratospheric Aerosol Injection”—was published in *Earth’s Future*, a journal of the American Geophysical Union.

I also continue my work on intergenerational ethics and climate justice. My proposal for an edited volume, the *Oxford Handbook on Intergenerational Ethics*, was accepted by Oxford University Press, and is now under contract. One paper—“Accepting Collective Responsibility for the Future”—was published in the *Journal of Practical Ethics*, the invitation-only journal of the Uehiro Centre for Practical Ethics at Oxford University, and has already been reprinted in an Italian volume. I also contributed a short, invited piece on the Trump Administration’s withdrawal from the Paris climate agreement to *The Philosopher’s Magazine*. A further paper originally given as a keynote address at a conference in Chile has been accepted for publication in *Environmental Ethics*, where it will appear in both English and Spanish as part of a dual-language special issue. I also taught a large-lecture course on environmental ethics (cross-listed in environmental studies), and a graduate seminar in philosophy on recent work in climate justice.

For the Program on Values in Society, I hosted the workshop “Ethics and Public Policy: 200 Days into the Trump Administration” (September 2017), with sessions on disability, environment, health care, human rights, and immigration. I also served on the External Advisory Board on the interdisciplinary climate change program at the University of Graz (Austria), and as a member of the Committee on International Cooperation of the American Philosophical Association, for whom I organized a panel on International Academic Freedom at the APA Pacific.

In July-August, I was an Erskine Fellow at the University of Canterbury (New Zealand). Over the course of the year, I gave fifteen presentations, including three Erskine Lectures at Canterbury, a keynote address to an international climate policy conference in Spain, several presentations at the UW, and invited talks at LUISS-Rome University (Italy), the University of Chicago Law School; the Neubauer Collegium at the University of Chicago, the University of Auckland (New Zealand), the University of Waikato (New Zealand), the University of Otago (New Zealand), the University of Vienna (Austria), and Western Washington University. I was also interviewed for pieces for NPR and *Scientific American*. I have recently been awarded a prestigious Leverhulme Visiting Professorship to be taken at the University of Reading (UK) during the summers of 2019 and 2020. For 2018-19, I also received funding from the Planetary Health Alliance at Harvard University for a project on the ethical dimensions of planetary health.



Sara Goering

Associate Professor of
Philosophy

Philosophy Graduate
Program Coordinator

Leader of Ethics Thrust at
the UW Center for
Sensorimotor Neural
Engineering

Much of my time this year was spent working on projects related to my work with the NSF-funded Engineering Research Center—the Center for Sensorimotor Neural Engineering (CSNE). The CSNE is working on the development of neural devices for “engineered neural

plasticity” or the capacity to use electrical stimulation to help direct or accelerate neural plasticity to help individuals regain function or use “smart” assistive devices after spinal cord injury or stroke. Our ethics group includes my colleague Dr. Eran Klein (a neurologist at OHSU who also holds a PhD in philosophy from Georgetown), philosophy graduate students Tim Brown, Paul Tubig, Michelle Pham, and Erika Versalovic, and several undergraduates from philosophy and neurobiology. This year we submitted an NIH RO1 grant in neuroethics to fund a project on agency and neurotechnology (a four-year project starting in Fall 2018, if funded).

In May 2017, I co-organized (with neuroscientist Rafa Yuste) a workshop at Columbia University that included an interdisciplinary and international group of experts to take on the task of developing ethics of novel neurotechnology recommendations. Our initial report was published as a commentary in *Nature* in fall 2017, and a longer, scholarly paper is in the works. In addition, I co-authored a more philosophical paper on “staying in the loop” and relational agency that was published as a target article in *AJOB Neuroscience* (2017), wrote a chapter on neurodiversity and neural engineering for the *Handbook of Neuroethics* published by Routledge (2017), eds. Rommelfanger and Johnson, and Erin Klein and I have a chapter on neurotechnologies and justice “by, with, and for disabled people” coming out in the new *Oxford Handbook of Philosophy of Disability* (eds. Cureton and Wasserman). With Tim Brown and undergraduate Jenan Alsarraf, I published a commentary on deep brain stimulation and relational identity in *AJOB Neuroscience* (2017). I gave a talk on neuroethics and agency for the MIT philosophy colloquium series, and also presented some of my work at NIH workshops, the International Neuroethics Society meeting, and the Philosophy of Disability conference at the University of Tennessee Knoxville. My favorite news is that I was recently contacted by the NPR podcast *Invisibilia* (I’m a major fan!) about a show they are developing on neural devices and emotion.

In my philosophy for children work, I’ve helped to organize sessions at all three APAs as Chair of the Committee on Precollege Instruction in Philosophy, and I also managed the second informal mini-conference on inclusion and diversity at the Pacific APA in San Diego. I used support from my Gerler Faculty Fellowship to present a paper at the PLATO conference, on addressing race in philosophy for children, run a symposium at UW

on Race and Equity in Philosophy for Children, and I am in the process of finishing a video of my philosophy work with kindergarteners. I’ve continued teaching one quarter of our PHIL 398 practicum course, and in addition to leading philosophy discussions with kindergarten students at John Muir Elementary, I added a class of 5th graders at Thurgood Marshall on a biweekly basis. Recently, I asked the 5th graders what philosophical questions they would really like to have the class address in our remaining time together this year. A few of their suggestions: “What is feminism?” “Why is religion different from made-up stories?” “How did we come up with the rules for beauty?” “How would we find out if something was endless?” “How do we know what ‘good’ is?”

Affiliate Faculty

Affiliate faculty work alongside the core faculty. They teach courses, contribute to research, and broaden the expertise of the Program.

Bill Talbott



Professor of Philosophy

Joff Hanauer Honors Professor in Western Civilization

Department of Philosophy

On October 5, 2017, Bill delivered the keynote at the Northwest Philosophy Conference at Washington State University on the topic: “The Greatest Show on Earth: The Evolution of Human Rights.” Bill also made a presentation on “Human Rights vs. Mob-Rule Democracy” at the Program on Values Conference on *Ethics & Policy: 200 Days into the Trump Administration* at UW on September 29, 2017. During the 2017-2018 academic year, Bill developed three new courses that addressed important issues of ethics and justice: a new course for the Honors Program on “Bias in the U.S. Criminal Justice System”; a graduate seminar on “Epistemic Injustice”; and an undergraduate course on “Philosophical Issues in the Law.”

Recent political events have reminded us that epistemic values can also be moral values. This was the impetus for Bill to work with a group of Philosophy Department faculty to organize a conference held at UW in January 2018 on

“Epistemology for the Real World: Navigating in an Archipelago of Alt-Truth and Alt-Epistemology.”

Bill continues to serve on the Steering Committee of the UW Center for Human Rights and to be co-PI of the UW tri-campus research cluster on Human Interactions—Normative Innovation, a research cluster that focuses primarily on human rights issues. In the past year he has also made presentations on human rights to the Mercer Island Rotary Club and the Eastshore Unitarian Church.



Jamie Mayerfeld

Professor of Political Science

Adjunct Professor of Law,
Societies and Justice

Faculty Associate of the UW
Center for Human Rights

I recently became Vice President and Program Chair of the Western Political Science Association. Our next conference will take place on April 17-20, 2019, in San Diego. The conference theme is “The Politics of Climate Change.” Please come!

In April 2017, the Western Political Science Association hosted an “author meets critics” roundtable on my book *The Promise of Political Rights*. A symposium based on the roundtable will be published in the journal *Human Rights Review*, with contributions from six political theorists and legal scholars, and an introduction and response by me.

I currently serve as Director of the Political Science Honors Program, and taught a thesis-writing workshop for honors students last fall. This academic year I also taught the lecture survey course on “International Human Rights” and undergraduate seminars on “Freedom of Religion and Speech” and “Contemporary Theories of Justice.” Last fall I taught a one-credit micro-seminar for the Simpson Center for the Humanities on “Free Speech and Hate Speech.” Last summer I co-taught a study abroad seminar on “Comparative Law and Politics” in Rome.

I am happy to have participated in the planning for the spring 2019 visit of Katz lecturer Nancy Fraser. Professor Fraser, a political theorist at the New School in New York, will be at the University of Washington on May 6-10, 2019.



Gina Campelia

Assistant Professor, Bioethics & Humanities

I joined the Department of Bioethics & Humanities at the UW School of Medicine in October 2016. My time in the department is split between research in clinical ethics, teaching ethics to medical students and healthcare professionals, and consulting for UW Medicine. I recently joined the Program on Values in Society and was thrilled to participate in the 2018 Benjamin Rabinowitz Symposium in Medical Ethics with a talk titled “Gendering Capacity: The Two-Sided Vulnerability of Survivors of Abuse.”

I have two ongoing teaching projects. First, the medical students at UW are going through a curriculum revision that involves new ethics material. It has been fun to come in at the start of this revamp and tackle the pedagogical challenges involved. Second, the Department of Bioethics & Humanities is launching a new online program this year that I will be helping with: Advanced Training in Healthcare Ethics. In both of these projects, I enjoy working closely with healthcare professionals to ground my more theoretical work in ethics.

Some of my published work the last couple of years has been more theoretical even as it applies ethics to clinical practice:

- Campelia, GD & DM Dudzinski. Forthcoming. “History and Development of Medical Ethics in the West,” *Surgical Ethics*. Springer Nature.
- Campelia, GD. 2017. “Empathic Knowledge: The Import of Empathy’s Social Epistemology,” *Social Epistemology* 31 (6): 530-544.
- Campelia, GD & DM Dudzinski. 2017. “Destination Therapy: Choice or Chosen?” *The American Journal of Bioethics* 17 (2): 18-19.

But as an ethics consultant, my current projects rely on my clinical experience more heavily. I am often collaborating with clinicians and some of my current research revolves around empathy, epistemic injustice, gender bias, and/or relationality in specific clinical contexts such as brain death, LVAD therapy and norms of decisional capacity in choosing a healthcare proxy. I am looking forward to using my training in philosophy to work through some of these ethically fraught case studies and topics.

Where Are They Now?

The Program on Values in Society has played a central role in the careers of many current and previous graduate students in the Department of Philosophy. In this section, we feature one current or previous student who benefitted from the POV.

Main Highlight: Alex Lenferna



PhD Candidate

Endeavor Research Fellow, University of New South Wales Practical Justice Initiative

Alex previously served as the 2016-2017 POV Research Assistant. From February to August 2018, Alex will be in Sydney, Australia, serving as an Endeavor Fellow at the University of New South Wales Practical Justice Initiative. There, he will be working under the supervision of their co-director, Professor Jeremy Moss, who leads the Climate Justice Research Stream. Along with using the time to complete his PhD dissertation entitled *Climate Justice, Capital, and the Carbon Budget: A Moral Case for Rapidly Ending the Fossil Fuel Era*, Alex aims to

collaborate with Professor Moss and other climate justice researchers exploring a range of questions on climate justice, including whether countries should be held responsible for fossil fuel exports; what responsibilities individuals have to act on climate change responsibilities for sub-national climate action; and just transitions away from fossil fuels.

While in Australia, Alex is also collaborating with grassroots climate justice advocacy groups, such as *350 Australia*, to use his research and organizing skills to help support their climate justice advocacy. In academic year 2017-2018, Alex also worked as a Research Assistant on a National Science Foundation Grant entitled “Geoengineering, Political Legitimacy, and Justice.” The grant, whose principal investigators are Stephen Gardiner and Augustin Fragnière, aims “to foster the creation of an international research community that focuses on the ethical and political issues concerning geoengineering.”

In addition to the above research, Alex has amassed a number of publications, including the following:

- (1) “Can We Equitably End the Fossil Fuel Era?” Published in *Energy Research and Social Science*
- (2) “Relevant Climate Response Tests for Stratospheric Aerosol Injection: A Combined Ethical and Scientific Analysis.” Published in *Earth’s Future*, and co-authored with Stephen Gardiner and others
- (3) “Divestment as Climate Justice: Weighing the Power of the Fossil Fuel Divestment Movement.” Published as a chapter in the forthcoming book, *Climate Justice and the Economy: Social Mobilization, Knowledge and the Political* (Routledge)
- (4) “Divest-Invest: A Moral Case for Fossil Fuel Divestment.” Published as a chapter in the forthcoming book, *Climate Justice: Economics and Philosophy* (Oxford University Press)

Alex aims to defend his dissertation and complete his PhD by the end of 2018. After completing his PhD, Alex hopes to go on to apply his academic and research skills to work on climate justice advocacy potentially within the civil society sector working for a non-profit advocacy organization, or for some form of environmental think tank doing advocacy and policy-relevant climate justice research.

Additional Highlight: Dustin Schmidt

Dustin Schmidt previously served as the POV Research Assistant. He published a paper titled “Moral Corruption in a Climate of Vulnerability: Assessing COP21.” The paper appears in the volume *The Changing Face of Corruption in the Asia Pacific: Current Perspectives and Future Challenges* (Elsevier, 2017). The chapter focuses on the moral content of the COP21 Paris Agreement, using Stephen Gardiner’s analysis of the perfect moral storm of climate change.



Research Assistant

Blake Hereth, Graduate Student

Philosophy Department

For the 2017-2018 academic year, Blake Hereth served as the Research Assistant for the Program on Values in Society. Blake worked with the POV director and faculty to ensure the smooth running, growth, and development of the Program. Ze coordinated POV logistics, marketing, communication, administration, and research.

Blake is in zir third year at the University of Washington. Blake’s dissertation centers on the problem of multiple threats, a new issue in the ethics of self-defense. Ze successfully defended zir prospectus in June 2018.

During the 2017-2018 academic year, Blake presented several papers at conferences across the globe. In September, Blake presented a paper titled “Reductive Individualism and Healthcare Justice” at the University of Manchester’s Centre for Ethics & Political Theory

(MANCEPT). In November, Blake presented “Animal Rights Terrorism and Pacifism” at the Australian National University’s campus in Kioloa. In January, Blake again presented “Animal Rights Terrorism and Pacifism” at the Eastern Divisional Meeting of the American Philosophical Association in Savannah, Georgia. And in May, Blake presented “Trans* Embodiment and Afterlife Justice” at the University of Notre Dame’s Logos Workshop on Philosophical Theology.

Thanks to funding from the Stockholm Centre for the Ethics of War & Peace, the full costs of Blake’s travel, lodging, and meals were covered for the long trip to Australia. In addition, the University of Notre Dame generously provided full coverage of Blake’s flights, lodging, and meals at the Logos Workshop.

Blake was also successful in publishing during the 2017-2018 academic year. Zir paper “Against Self-Defense,” in which Blake defends a radical pacifist view of self-defense, was published in a 2017 issue of *Social Theory and Practice*, a premier philosophy journal. Ze also had chapters in three edited volumes: *Paradise Understood: New Philosophical Essays About Heaven* (Oxford University Press, 2017), *Heaven and Philosophy* (Lexington Press, 2018), and most recently the *Routledge Handbook of Pacifism and Nonviolence* (Routledge, 2018). Blake’s paper “Animal Rights Terrorism and Pacifism,” which ze hopes to publish in an academic journal, was featured on the official blog of the American Philosophical Association.

During the last academic year, Blake was nominated to the APA’s inaugural Graduate Student Council. In an election in which all graduate student members of the APA were eligible to vote, Blake won a renewable two-year term on the council. Since joining the council, Blake has worked tirelessly to expand protections for LGBTQ philosophers in professional philosophy, and has forthcoming proposals to the APA’s Board of Officers about strengthening LGBTQ safety and inclusiveness within the discipline.

In the coming year, the role of POV Research Assistant will fall to **[NAME AND DESCRIPTION HERE]**

Grants & Outreach

The Program on Values faculty are involved in a range of outreach, community engagement, and interdisciplinary work. Below we feature some of our activities.



The Department of Bioethics and Humanities at the UW School of Medicine holds 'Bioethics Grand Rounds' for the continuing ethics education of clinical practitioners, and medical and nursing students. Professor Carina Fourie was invited to speak at the Grand Rounds in January 2017. The topic of her talk was moral distress, a form of psychological distress suffered by health care professionals and associated with the ethics of patient care. An example would be the distress a nurse feels when the parents of a terminally ill neonate insist on aggressive, futile treatment, and the nurse is convinced that this kind of treatment is only increasing the infant's suffering. Among the concerns raised about the moral distress prevalent in clinical settings is that increased distress may create a negative working environment and could impact staff turnover and retention. In her talk, Professor Fourie parsed out ethical reasons why we should be concerned about this form of distress. These are important to distinguish when thinking about what we should do about moral distress in clinics. She highlighted that a particular worry distinct from concerns about the negative consequences of moral distress is the possibility of its unfair distribution. If nurses, for example, are more likely to suffer moral distress than physicians by virtue of their professional obligations and the decision-making hierarchies in clinics then we have *reasons of fairness* to reduce, or to compensate for, moral distress.

National Science Foundation Grant for Geoengineering Research

For 2016-18, Professor Steve Gardiner and Research Associate Augustin Fragnière received a grant from the National Science Foundation to further their work



on *Geoengineering, Political Legitimacy and Justice*. This grant has enabled Steve and Augustin to foster work on ethical and political issues concerning geoengineering. Geoengineering, commonly defined as “the deliberate large-scale manipulation of the planetary environment to counteract anthropogenic climate change”, is emerging as an important topic in climate policy. Yet serious concerns have been raised about the technical feasibility, political viability and ethical desirability of key geoengineering techniques.

The current project has focused on normative issues of procedural justice, distributive justice, and political legitimacy, especially as applied to the potential governance of geoengineering. One central question is whether consideration of these issues provides reasons to favor some forms of geoengineering over others, or to resist some more vigorously than others. Another is how to incorporate normative considerations into a value-sensitive governance system. The project has involved conferences at the University of Washington (November 2017) and in the UK (September 2018), an advance interdisciplinary seminar at the University of Washington, and several upcoming publications.

Michael Blake Comments at the 2018 Tanner Lectures on Human Values

Professor Michael Blake received the distinguished honor of commenting at the 2018 Tanner Lectures on Human Values at Stanford University. This year's lecture was delivered by Samantha Power, the former U.S. Ambassador to the United Nations under the Barack Obama Administration. The event was held February 28th and March 1st. Power's significant previous accomplishments also include a Pulitzer Prize for her book, *A Problem from Hell: America and the Age of Genocide* (2003).

Power delivered two lectures, entitled “Resisters in Dark Times” and “Diplomacy After Darkness,” both of which focus on the history and future of U.S. domestic and foreign policy.

Professor Michael Blake was joined in offering responses and further remarks by Rebecca Solnit, the Stein Visiting Writer at Stanford University; Professor Emeritus Robert

O. Keohane of Princeton University; and Elisa Massimino, President and CEO of Human Rights First.

Further information about the event, including extended descriptions of Power's lectures, can be found at Stanford University. A livestream of the event can be found via Facebook on Stanford's Ethics in Society page.

Inclusion & Diversity in Philosophy



POV faculty member Associate Professor Sara Goering, working with the UW Department of Philosophy Climate Committee, organized a mini-conference on issues of inclusion and diversity in philosophy at the recent meeting of the Pacific Division of the American Philosophical Association (held in Seattle in April 2017). The mini-conference was co-sponsored by a wide variety of APA committees: Committee on the Status of Blacks in Philosophy, Committee on Hispanics, Committee on the Status of Women in Philosophy, Committee on Inclusion and Diversity, Committee on Precollege Instruction in Philosophy, and Committee on Teaching Philosophy, as well as the Pacific division of the Society for Women in Philosophy. The result was a fantastic day-long event with panels and talks on issues related to disability accessibility and institutional barriers, "traitor" identities, philosophy outreach to traditionally underrepresented groups, issues of recruitment and retention of women and students of color, diversity-focused hiring practices, and more. Given the great reception to the mini-conference sessions, a group of volunteers worked to set up a second mini-conference for the recent Pacific APA meeting (held in San Diego, CA in March 2018), with an eye to building a more inclusive profession.

Teaching

The Program on Values in Society offers both a Graduate Certificate in Ethics and an undergraduate Minor in Ethics.

Ethics Minor

POV offers an interdisciplinary undergraduate minor in ethics. The minor in ethics (formerly known as

the minor in values in society) provides interdisciplinary training in ethical reasoning, with a view towards the application of this reasoning to concrete problems of social and political importance. By encouraging students to recognize and analyze how the abstract terms of ethical theory play out in practice, as well as how the practical realities of work within various disciplines inform and constrain ethical argumentation, the minor enables students to make positive and informed contributions to ethics in their work and in the wider community. The minor is intended to be an integrated component of a student's studies. Students complete the minor by taking select values courses in philosophy, their major, and related disciplines. Below is a testimony from a student who undertook the ethics minor.



Kim Satterfield
Ethics Minor

I am a senior graduating in Spring 2018. My plan is to go to graduate school to study Criminal Justice. One of my main areas of interest is the reformation of prison systems. Ethics plays a large part in this topic. The ethics minor has further expanded my knowledge of what it means to be just and humane. It helped me articulate my goals, both moral and academic, for the future. The knowledge gained in the ethics courses applies both to the real world and to everyday life. Studying topics such as ethics brings new information to light and makes you realize what you've been doing wrong. Several of the courses partially funded by the POV, such as PHIL 240 and PHIL 440, are courses that have benefitted me. In Winter 2018, I took LSJ 377, "Punishment in Theory and Practice." The class focuses on the ethical issues that arise within the criminal justice system and how this impacts society. The emphasis is on furthering humane treatment for people within the criminal justice system. I encourage others to take these courses and to enhance their ethical knowledge.

Graduate Certificate in Ethics

The Program on Values in Society aims to facilitate graduate research in ethics as it arises across the disciplines. The graduate certificate in ethics is designed to provide students with the knowledge and skills necessary for integrating ethics and ethics scholarship into their chosen field. The curriculum accommodates diverse student interests and facilitates cross-disciplinary conversations and scholarship. The core courses provide students with the necessary groundwork for pursuing ethics scholarship as it relates to their field of study. Students work with their faculty advisor to create a course of study specifically suited to their interests. The rich resources of the University of Washington make it possible to develop innovative ethics projects in almost any field. The Department of Philosophy also offers an array of courses on ethics, which can supplement, or be taken in place of, discipline specific ethics courses. Below is a testimony from a student who recently undertook the graduate certificate.



Heather N. Werckle
Graduate Certificate in Ethics

When I chose to pursue my PhD in Social and Cultural Foundations of Education at the UW College of Education, I was immediately drawn to courses in philosophy, and after taking every philosophy course offered by the College of Education, I still wanted more. So, I chose to apply to the Graduate Certificate in Ethics so I could continue to explore philosophical issues and how they can be applied to higher education. I was able to present my final paper from Dr. Sara Goering's Ethics Matters (VALUES 511) class, titled "The American University and Relational Autonomy: From In Loco Parentis to Facilitator of Autonomy Competence," at the NASPA Western Regional Conference in Seattle in November 2016. This was

particularly exciting for me, as although I had presented practice-based sessions at several conferences in the past, this was my first time presenting a research paper at a conference. Dr. Stephen Gardiner's Justice Matters (VALUES 512) course helped me to explore a different branch of philosophy, and I was able to immediately see how political philosophy concepts play out in the realm of higher education policy. My final paper for Justice Matters, which I continued to workshop with Dr. Michael Blake in the Capstone course (VALUES 513), examined affirmative action in college admissions from a Rawlsian perspective, and eventually became my Research & Inquiry paper and presentation, an important milestone research project in the College of Education. As I move into the General Exams portion of my PhD, I am excited to have Dr. Gardiner and Dr. Blake as committee members, so that I can continue the work I started in the Graduate Certificate in Ethics by applying philosophical perspectives on ethics and justice to higher education policy analysis. Completing the courses in this certificate not only introduced me to outstanding faculty, some of whom I am lucky to have guide me through the rest of my PhD, but to concepts that I will use to frame my dissertation and my work in higher education for the rest of my career.

Events

The Program on Values in Society organized several workshops, symposia, and lectures throughout the academic year. Below are some of the major events we sponsored.

Ethics & Public Policy: 200 Days into the Trump Administration

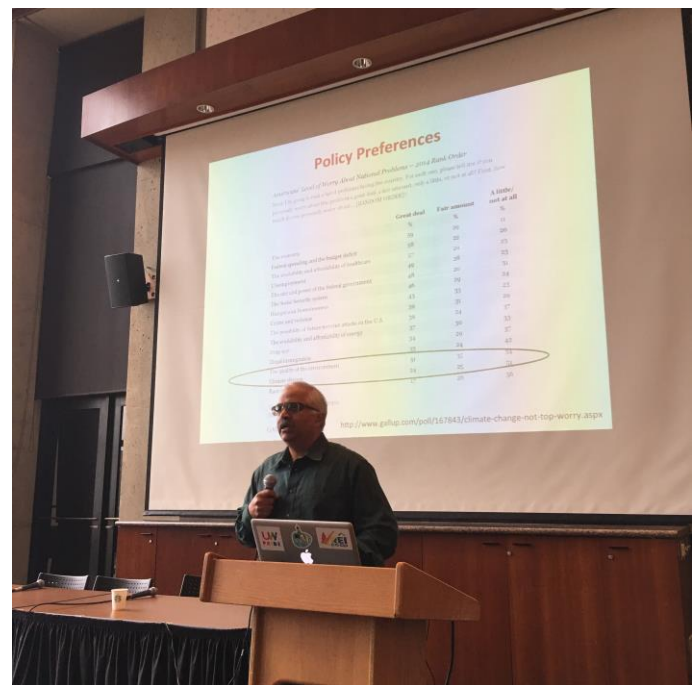


Photo: Aseem Prakash, Professor of Political Science, University of Washington, Seattle

Steve Gardiner and the POV faculty organized a conference and panel discussion held at UW on September 29, 2017. The topic of the conference and panel discussion was “Ethics & Public Policy: 200 Days into the Trump Administration.” The conference brought together faculty from the Program on Values in Society and the Department of Political Science to participate in the conference, and the event was open to the campus community and wider public.

The election of President Trump has re-invigorated national and international attention to public policy, human rights, and global stability. Renewed attention to issues of value is important as policy environments change. Because of pressing changes to immigration, healthcare, and climate policies, the Program on Values was pleased to hold an event in which issues of value were discussed and critically examined by leading scholars.

The presentations addressed such topics as the potential for critical theory to provide a useful framework for thinking about the Affordable Care Act and health equity (Carina Fourie); disability and President Trump’s mocking of *New York Times* reporter Serge F. Kovaleski (Sara Goering); the intergenerational challenges of climate change (Steve Gardiner) and how best to understand and combat climate change politically (Aseem Prakash); concerns about the Trump Administration’s views on torture and human rights (Jamie Mayerfeld, Bill Talbott); and the infamous Travel Ban of Trump’s early administration (Michael Blake). The evening panel was chaired by Steve Gardiner and included an open discussion with the audience. The lively panel session led to partial covering of the event in one of Seattle’s local newspapers, *The Stranger*.



Photo: The concluding discussion panel

The conference, panel discussion, and related events were sponsored by the Program on Values in Society.

PROGRAM ON VALUES IN SOCIETY
UNIVERSITY OF WASHINGTON
Department of Philosophy

GEOENGINEERING, POLITICAL LEGITIMACY & JUSTICE

Debating the ethics of climate engineering & its governance

November 2nd

9:15 - 10:30am: Tom Ackerman & Stephen Gardiner: *Introducing the Science & Ethics of Geoengineering*

10:45am - 12:15pm: **Keynote: Catriona McKinnon: *Sleepwalking into Lock-In? Avoiding Wrongs to Future People in the Governance of Solar Radiation Management Research***

1:15 - 2:15pm: Daniel Callies: *Geoengineering & Institutional Legitimacy*

2:30 - 3:30pm: Sikina Jinnah: *Governing Geoengineering Research: The Role of an Advisory Commission in Orchestrating Experimental Governance in California*

3:45 - 4:45pm: Patrick Taylor Smith: *Legitimacy & Non-Domination in Solar Radiation Management Research*

7:00 - 8:30pm: **Climate Science on Tap Event: *Should We Be Field Testing Geoengineering?***
At: Naked City Brewery
8564 Greenwood Ave N

November 3rd

9:45 - 10:45am: Will Burns: *The Potential Role of Public Deliberations in Climate Geoengineering*

11:00am - 12:00pm: Clement Loo: *Informed Consent as a Foundation for Legitimacy*

1:00 - 2:00pm: Christopher Preston: *Recognitional Justice, Political Legitimacy & the Care Ethics Approach*

2:15 - 3:15pm: Marion Hourdequin: *Geoengineering, Multidimensional Climate Justice & Governance*

3:30 - 5:00pm: **Keynote: Kyle Powys Whyte: *On that "Little Matter" of Consent: Indigenous Peoples, Geoengineering & Justice***

HUSKY UNION BUILDING, ROOM 145

Open to faculty, students and members of the public.
For more details contact Alex Lenferna (lenferna@uw.edu) or visit: rebrand.ly/UWGeoConference

Organized by Stephen Gardiner, Ben Rabinowitz Endowed Professor of Human Dimensions of the Environment, & Augustin Fagnière, Research Associate, and SNSF Senior Researcher, University of Lausanne

Sponsored by:
PROGRAM ON VALUES IN SOCIETY National Science Foundation
UNIVERSITY OF WASHINGTON
Department of Philosophy

To request disability accommodation, contact the Disability Services Office at least ten days in advance at 206.543.6696, 206.543.6452/TTY: 206.685.1728/FAK, or do@u.washington.edu.

The conference on Geoengineering, Political Legitimacy & Justice took place on November 2-3, 2017 at the University of Washington. The event’s subheading emphasized the focus of the two-day conference: “Debating the ethics of climate engineering and its governance.” The conference brought together philosophers, political scientists, and scientists to discuss the ethical and political ramifications of global climate engineering. One central worry concerned the obligations of potential climate engineers (e.g., countries, researchers) in the Global North to populations in the Global South, given that the latter are less causally responsible for anthropogenic climate change yet are very likely to shoulder disproportionate costs from climate inaction. Another central issue is what geoengineers would owe future generations and nonhuman nature, especially given

that both groups are unable to directly consent to the inherent risks involved of planetary-scale technological interventions in the global climate system.



Photo: Professor Kyle Powys Whyte delivers his keynote lecture

The conference featured two keynote speakers:

- Professor Catriona McKinnon (Professor of Political Theory, and Director of the Leverhulme Programme in Climate Justice, University of Reading) spoke on: *Sleepwalking into Lock-In? Avoiding Wrongs to Future People in the Governance of Solar Radiation Management Research*;
- Professor Kyle Powys Whyte (Timnick Chair of Humanities and Associate Professor of Philosophy at Michigan State University) presented a talk entitled: *On that “Little Matter” of Consent: Indigenous Peoples, Geoengineering & Justice*.

In addition to the two keynote addresses, the event proudly featured the following talks (in order):

- “An Introduction to the Science and Ethics of Geoengineering,” Tom Ackerman (Professor of Atmospheric Sciences) and Steve Gardiner (Ben Rabinowitz Endowed Professor of Human Dimensions of the Environment).
- “Geoengineering and Institutional Legacies,” Daniel Callies (PhD Candidate in Philosophy at Goethe University Frankfurt)
- “Governing Geoengineering Research: The Role of an Advisory Commission in Orchestrating Experimental Governance in California,” Sikina Jannah (Associate Professor of Politics, UC Santa Cruz)

- “Legitimacy & Non-Domination in Solar Radiation Management Research,” Patrick Taylor Smith, (Assistant Professor of Political Science and Global Studies, National University of Singapore)
- “The Potential Role of Public Deliberations in Climate Geoengineering,” Wil Burns (Scholar in Residence, American University)
- “Informed Consent as a Foundation for Legitimacy,” Clement Loo (Assistant Professor of Philosophy, University of Minnesota-Morris)
- “Recognitional Justice, Political Legitimacy & the Care Ethics Approach,” Christopher Preston (Professor at the Center for Humans and Nature, University of Montana)
- “Geoengineering, Multidimensional Climate Justice & Governance,” Marion Hourdequin (Associate Professor of Philosophy, Colorado College)

The conference was organized by Steve Gardiner (Director, Program on Values in Society, Philosophy) and Augustin Fragnière (Philosophy, University of Lausanne), with research/administrative assistance from Alex Lenferna (Philosophy, 2016-2017 Program on Values Research Assistant) and Blake Hereth (Program on Values in Society, Philosophy). Many thanks go to the generous sponsors: the National Science Foundation, the UW Program on Values in Society, and the UW Department of Philosophy.

The Program on Values was also pleased to co-organize a joint community event with *Climate Science on Tap*, on the topic “Climate Engineering: What Is It and Should It Be Field Tested?” at the Naked City Brewery on November 2nd. The featured speakers included Thomas Ackerman, Steve Gardiner, Sikina Jannah, Christopher Preston, and Sean McDonald (Program on the Environment & SAFS).

Rabinowitz Lecture in Environmental Ethics

This year’s Ben Rabinowitz Lecture in Environmental Ethics was delivered by Nancy Tuana, the DuPont/Class of 1949 Professor of Philosophy at Pennsylvania State University.

Professor Tuana’s lecture, “The Forgetting of Race in the Anthropocene,” addressed the need for greater attentiveness to the importance of race within climate

ethics. A proper focus on race, argues Professor Tuana, would improve climate adaptation policy, in part by making it more sensitive to the cultural histories and problematic narratives that shape contemporary vulnerabilities.

Graduate & Early Careers Climate Ethics Conference: “Eye of the Storm”

Professor Tuana’s Rabinowitz Lecture also served as the keynote address for the 2018 Graduate & Early Careers Philosophy Conference, *Eye of the Storm: Climate Ethics in the Age of Inaction*.

The conference was organized by graduate students in the Program on Values in Society and the Department of Philosophy, Blake Hereth, Darcy McCusker, Arthur Obst, Paul Tubig, and Erika Versalovic. It featured speakers from across the United States and around the world:

- Laura Garcia-Portela, “How Can We Justify Individual Duties of Symbolic Compensation for Climate Change Losses and Damages?” (University of Graz)
- Kyle Fruh, “Against Climate Refugees” (Stanford University)
- Jessica du Plessis, “Can African Environmental Ethics Help Us Weather Gardiner’s Storm?” (University of Johannesburg)
- Corey Katz, “Inconsequentialism, Complicity and Individual Fossil Fuel Consumption” (The Ohio State University)
- Rebecca Livernois, “Externalities, Pollution, and Policy” (University of British Columbia)
- Trevor Hedberg, “The Duty to Reduce Greenhouse Gas Emissions and the Limits of Permissible Procreation” (University of South Florida)
- Alexander Bearden, “Sharing Responsibility for Climate Change: The Pervasiveness of Inefficacy” (Bowling Green State University)

The event was sponsored by the Program on Values in Society, the Department of Philosophy, and Steve Gardiner’s Ben Rabinowitz Professorship of Human Dimensions of the Environment.



Photo: Professor Hilde Lindemann delivers the Charles W. Bodemer Lecture

Rabinowitz Symposium in Medical Ethics

This year’s Ben Rabinowitz Symposium in Medical Ethics addressed the timely topic, “Life Support: The Role of Family, Friends, and Community in Health and Healthcare.” The event took place on April 13th in the Great Room of the UW Water Activities Center.

The event included the Charles W. Bodemer Lecture by Hilde Lindemann, Professor Emerita at Michigan State University, on the topic “Why Families Matter.” Professor Lindemann defended a social account of personhood in which social recognition is necessary for personhood. One kind of morally salient recognition of personhood, she argued, is recognizing someone as a member of one’s family. When someone is a member of our family, that gives rise to special moral reasons to care for them—reasons that, while perhaps not decisive in determining what one should do, one should not ignore.

In addition to Professor Lindemann’s keynote address, the event featured a variety of other speakers:

Who Cares? Images and Realities of Family Caregiving

- “Decision-Making in Neonatal Intensive Care: Determinants of Parental Preferences,” Elliott Weiss (Seattle Children’s Hospital and Research Institute)

- “The Myth of the Omnipresent Informal Dementia Caregiver,” Elena Portacolone (University of California, San Francisco)
- “Friendship, Citizenship, and Abandonment: Older Adults with Dementia without Family Caregivers,” Janelle Taylor (University of Washington)

Support and its Lack: Race, Gender, Diversities

- “Race-Related Stress and Hopelessness: Social Support a Protective Mechanism?”, Mary Odafe and Rheeda Walker (University of Houston)
- “Gendering Capacity: The Two-Sided Vulnerability of Survivors of Abuse,” Gina Campelia (University of Washington)
- “Meaninglessness within Voice-Hearing Communities,” Laura Guidry-Grimes (University of Arkansas for Medical Sciences)

Over 100 people attended the event and reception. The event was organized by Professors Carina Fourie (Benjamin Rabinowitz Assistant Professor of Medical Ethics, University of Washington), Gina Campelia (Assistant Professor of Bioethics & Humanities, University of Washington), and Blake Hereth (POV Research Assistant, University of Washington). The generous sponsors of the symposium were the Benjamin Rabinowitz Endowment in Medical Ethics, the Program on Values in Society, the Charles W. Bodemer Fund at the Department of Bioethics and Humanities, and the Department of Philosophy, all of which are at the University of Washington.

High School Ethics Bowl

The POV co-sponsored the Washington State High School Ethics Bowl – a competition in which teams analyze a series of wide-ranging ethical dilemmas involving topics such as cheating, peer pressure, relationships, and abuse of social media. An Ethics Bowl is similar to a debate, although in Ethics Bowls teams are not forced to take adversarial positions or to hold fast to an assigned perspective. Instead, students have a forum in which to engage in dialogue, and they are judged on the quality of their analysis and the degree to which they engage in a thoughtful, civic exchange. The 2018 High School Ethics

Bowl took place at the UW School of Law on Saturday, February 3rd. Over 100 high school students and about 50 judges, lawyers, UW faculty, staff, graduate and undergraduate students, and high school teachers were involved or participated.

Awards went to the following schools: First place: Lakeside School Team 2; Second place: Seattle Academy Team 1; Third place: Lakeside School Team 1. Award for Civil Dialogue: Thomas Jefferson High School.

Each spring the winner of the Washington State High School Ethics Bowl advances to the National High School Ethics Bowl, held at the University of North Carolina in Chapel Hill. In addition, the four trophy-winning teams participate in a “Day in Olympia,” which includes some or all of the following: private tours of the Washington State Supreme Court (and attendance at an oral argument session), Capitol Building, and the Governor’s Mansion, as well as a lunch reception with the State Supreme Court justices.

Sponsored Speakers



The POV helped organize the following visiting speakers who presented talks at the University of Washington.



Ronald Sandler, Chair and Professor of Philosophy and Director of the Ethics Institute at Northeastern University, gave a talk entitled “Should We Engineer Species in Order to Save Them?”



Christopher Preston, Professor of Philosophy at the University of Montana, discussed his theoretical work on ecological value and pragmatic environmentalism, and his empirical research (with Wylie Carr) on the attitudes of vulnerable populations to climate engineering and governance. Professor Preston also delivered a talk on his latest book, *The Synthetic Age: Outdesigning Evolution, Resurrecting Species, and Reengineering Our World* (MIT Press, 2018), at the University Bookstore.



Marion Hourdequin, Chair and Associate Professor of Philosophy at Colorado College, spoke about the ethics of ecological restoration and also about justice, poverty and climate engineering.



Michael Goodhart, Associate Professor of Political Science and Director of the Global Studies Center at the University of Pittsburgh, gave a talk titled “Political Theory for the Real World.” Professor Goodhart’s book, *Injustice: Political Theory for the Real World*, is forthcoming with Oxford University Press.

Contact Us

Program on Values in Society

University of Washington

Box 353350

Seattle, WA 98195

Email: ponvins@uw.edu

The Program on Values in Society is a center for research, teaching and outreach on ethical issues that arise across the disciplines and in society at large.



To support the Program on Values in Society you can donate to the Values in Society Fund at: <https://phil.washington.edu/support-us#giving>

