

**Pre-Tenure Review,
Self-Evaluation, Fall 2004**
Christine A. James
Department of Philosophy

I. Philosophy of Learning

I have been teaching full-time since the Fall of 2000, with one-year sabbatical replacement positions at Kent State University and Allegheny College. Since the Fall of 2002, I have been learning and improving my teaching at Valdosta State University. I constantly strive to make my courses more and more relevant and current to the lived experiences of our students from the south Georgia region and the Atlanta area.

I agree wholeheartedly with Paolo Freire's insight that education is best understood as a form of liberation. I also would affiliate my teaching style with John Stuart Mill's philosophy, promoting feelings of sympathy, encouraging public debate and dialogue, the free and open exchange of ideas, intellectual rigor, self-development, and vigorous defense of those who express unpopular or minority views. Such views are needed, in Mill's philosophy, as a necessary part of conversations leading to "truth."

The public and political nature of education is its greatest asset, and its greatest framework for possibilities and progress. My philosophy of education also takes inspiration from the philosophy of Michel Foucault, whose careful descriptions of political power are important for anyone engaged in teaching. In *Governing the Soul: The Shaping of the Private Self* (Routledge 1990, 1999), philosopher-sociologist Nicholas Rose provides a Foucauldian analysis of the developing ties between power, expertise, government and education. Rose explains how the education theories prevalent in nineteenth century America were double-edged; capable of simultaneously encouraging personal responsibility and virtue, and imposing social control, blind obedience, and oppression.¹

My own experience as a first-generation college student, and as the child of parents who did not receive high school diplomas (until my mother earned her GED at the age of 50), makes me passionate and enthusiastic about the positive possibilities in education. It also inspires me to be sensitive to the opportunity to change social life and political realities through education. I insist on high standards in the classroom, because I know that students who have lived up to high standards in a caring and nurturing environment will be the best able to deal with, and change, social and political realities long after graduation.

¹ "When the nineteenth century constitutional doctrines of liberty, rights, and the rule of law proclaimed limits upon the use of state power to intervene in the lives of citizens, they presupposed an individual endowed with personal responsibilities for the social consequences of their acts and propensities for the self-regulation of conduct. The mass of detailed prescriptions and proscriptions characteristic of police was to be dismantled. But the other face of such doctrines was the construction of a web of technologies for fabricating and maintaining those very forms of social subjectivity and self-government upon which the exercise of political power was premised. The household was to be designed and cathected as an inward-looking domestic space enjoining moral and social obligations upon its inhabitants. The school was to act as a moral technology, not merely inculcating obedience, but also seeking to shape personality through the child's emulation of the teacher, through the use of pastoral techniques to encourage self-knowledge and enhance the feelings of sympathetic identification, through establishing the links between virtue, honesty, and self-denial and purified pleasure." (Rose 1999, 223)

To actualize the promise of education, I believe that:

- Learning should be challenging, active, enjoyable, and engaging
- Assignments should integrate knowledge of the received disciplinary literature with contemporary, personal, social, and political issues
- Education should cultivate creativity, excitement, knowledge of previous works and critical evaluation of previous works; and self-knowledge (including Socratic wisdom, knowledge of one's own limitations and assumptions, and an active attempt to transcend one's own limitations.)

This philosophy is reflected in the specific methodologies I use in the classroom. Students in my classes are not passive, each class meeting combines careful analysis of text through lecture and notes, as well as varying-size group discussions, question and answer, presentations, internet resources, and film. I expect students to cultivate and employ a special set of skills, aimed at their own future success. Students must demonstrate abilities to 1) Objectively and accurately summarize and create précis of arguments and key concepts present in disciplinary literature, lectures, and discussions; 2) Carefully critique, compare, and contrast multiple arguments and points of view from the literature with attention to strengths and weaknesses of multiple views; 3) Systematically relate new arguments, new ideas, new examples, and/or new cases to the literature, showing an understanding of where the academic discipline has been and knowledge of its ongoing relevance to the current context; and 4) acknowledge and evaluate other arguments and assessments besides their own, and reflectively acknowledging which arguments have stronger foundations than others.

My role as an educator involves introducing students to a specific body of literature, helping students acquire the necessary skills to engage with this literature and respond to it in an academically rigorous yet original and creative way, and encouraging students to critically reflect on the social and political issues of their time with an informed conscience and a clear understanding of theorists who have gone before. This goes far beyond mere mastery of content. Students must also combine a variety of critical written and verbal communication skills that will enhance their ability to perform professional tasks, become active citizens, participate in the processes of democratic society, and improve the quality of Valdosta State University life. All of my classes include at least 10,000 words of original written work, combining essays, exams, quizzes, presentations, group work, and individual presentations.

The disciplinary literature in all areas of philosophy is constantly growing, and I do make ongoing surveys into current research literature. I have also maintained an active publishing, research, professional presentation, and grant-writing record while on the faculty at Valdosta State University. As a professor my role includes facilitation of understanding as well as advising and counseling, and I currently act as advisor to 16 students. I routinely assist students in my classes at registration time, helping them to choose classes, as well as helping them to find information within the university website. In addition, I have taken on the extra task of assisting Undecided, General Studies, and LAS students, and will be teaching GENS 2000/4000 for the second time in the Spring of 2005. This course presents a challenge of its own, since its very nature is interdisciplinary and requires a clear understanding of many majors – each student in the course is expected to combine three majors to make an interdisciplinary degree.

Educators are engaged in one of the most important tasks imaginable: assisting students as they decide what type of “self” they want to be. The choices students make, and the choices we make for our students, have lasting impact on their future and our society’s future. I take pride in actively helping students to make these choices, and in helping them to empower themselves through careful and accurate knowledge of disciplinary literatures.² My own personal empowerment came through clear expression and careful analysis of the literature that came before me. In order to rise above one’s own beginnings, one must develop a clear understanding of one’s own assumptions, as well as the assumptions of one’s authority figures. With careful critical reasoning, the assumptions of these authority figures can be challenged, dismantled, and changed. Students must prepare themselves to take down the master’s house with the master’s own tools. When we combine knowledge of our discipline with knowledge of ourselves, everything is possible. Students can gain expertise, and share in the promise of education, via careful attention to their own professionalization (meaning practice at communicating, writing and presenting at a professional level), and their own acknowledgement that some aspects of life are merely “skilled performances”.³ A student, to become a fully functioning self,⁴ must be given a multitude of choices and chances to practice these skills in order to prepare him or herself for life after college. The goal of this philosophy of education is “not (merely) liberation from social constraints, but rendering psychological constraints on autonomy conscious, and hence amenable to rational transformation. Achieving freedom becomes not a matter of slogans or of political revolution, but of slow painstaking, and detailed work on our own subjective and personal realities, guided by an expert knowledge of the psyche.” (Rose 1999, 253) When we transform our student’s fears and social constraints, through careful preparation, they can gain freedom and any other personal goals they hope to achieve.

² “The self is not merely enabled to choose, but obliged to construe a life in terms of its choices, its powers, and its values. Individuals are expected to construe the course of their life as the outcome of such choices...*technologies of individuality* are provided for the production and regulation of the individual who is ‘free to choose’.” (Rose 1999, 227-228) “Self-control might sound like a reactivation of old moral nostrums, and to some extent it is. But the difference is that it is not merely a matter of ‘will power’ but of the systematic management of one’s natural and social environment (‘stimulus situations’) in order to transform the likelihood of pleasurable concomitants of particular types of conduct (‘response contingencies’).” (Rose 1999, 238).

³ Hubert L. Dreyfus, in his paper “What is Moral Maturity? A Phenomenological Account of the Development of Ethical Expertise”(1995), describes five different levels or stages of skill in playing chess and driving an automobile: stage 1 is called the novice stage, in which one learns basic features of the game, the basic features of driving, and the basic moves free of contextual situations. In stage 2, the advanced beginner starts to gain experience in coping with real situations, such as knowing when to shift up or down if an automobile's motor is straining or racing, or when a king's side is weakened in a game of chess. Stage 3 is the stage of competence, reflecting increased experience and the adoption of a hierarchical view of decision-making. A subtle difference occurs between stages 3 and 4, which I believe is central. Stage 4 is the stage of proficiency. Proficiency results when an individual, having experienced many emotion-laden situations, chosen plans in each, and having obtained vivid, emotional demonstrations of the adequacy or inadequacy of the plan, is then able to make an additional, rapid connection about how to handle those situations. “The performer involved in the world of the skill ‘notices’ or is struck by a certain plan, goal or perspective. No longer is the spell of involvement broken by detached conscious planning” (Dreyfus 1995, 3-4). The final stage, stage 5, is that of expertise. With enough experience, and with a variety of situations seen from the same perspective but requiring different tactical decisions, the proficient performer seems gradually to decompose classes of situations into subclasses, each of which share the same decision or tactic. *This allows an immediate, intuitive response to each situation (Dreyfus 1995, 5). The major difference between Dreyfus’ first three stages and the last two is the additional element of skill acquisition, and the increased reliance on learned skill rather than mindful cognition as expertise is achieved.*

⁴ ...its task is to...change away from facades, from the constant preoccupation with keeping up appearances, from an internalized sense of duty springing up from externally imposed obligations, from the constant attempt to live up to the expectations of others...the goal...is nothing less than ‘the fully functioning person’. (Rose 1999, 242)

II. Success in Teaching

Student performance and success is one of the best measures of teaching success. Some indicators of student success are best described as qualitative and not quantitative: for example, broadened imagination, enhanced critical capacities, increased engagement in all classes, increased participation in discussion, greater comprehension and a higher level of academic discussions in the broader university context, and love of learning. While these are difficult to measure, there are some specific and quantitative statistics of success that I can share. These include students in graduate school, students presenting and publishing papers, and ongoing positive evaluations. A number of students have taken more than one class with me, and a number of students have taken classes with me after their relatives did (for example, Kae and Nic Sinkule, Jonathan and Stephen Craig, Tyler and Brandon Luckino, etc.) I have also guest lectured, on request, in other professors' classes at Valdosta State University 16 times since I joined the faculty approximately two and a half years ago.

-Graduate School Placement

Demarcus Marshall, one of my first students at VSU and one of my advisees, entered the graduate Masters in Public Administration program at Valdosta State University in the summer of 2004. Other students who have gone on to graduate school, and asked me to write letters of recommendation for them, include Lauren Braun (Graduate Student in History, Louisiana) and Shelly Kay (Graduate Student in University of Georgia MPA program.) Philosophy major Brad Lenz has also been accepted, with a full teaching assistantship, at Florida State University for a PhD in Humanities. In addition, Philosophy major Brad Matthews has been accepted into the International MBA program at the University of South Carolina Moore School of Business. I have also written letters of recommendation for a number of other philosophy students whose graduate school decisions are still pending, including Stephen Everett, Phillip Klapp, and Marquida Webster.

-Graduate Student and Graduate Faculty Service

2003-2004 Serving on a thesis committee in the College of Nursing, Dr. James Humphrey is the thesis committee chair, and the student is Kelli Vaughn. She is studying nurses' attitudes towards family presence during resuscitation of trauma patients in Level II trauma centers in Georgia.

1

-Student Papers Published

2004 Tom Smith, *On Punch Drunk Love*, in *Blastitude* #17, July 2004

<http://www.blastitude.com/17/PUNCHDRUNKLOVE.htm>

(Paper began as a term paper in PHIL 4800 Philosophy, Comedy, and Film)

1

-Student Presentations Sponsored

2004 Brad Lenz, *Derrida*, Council on Undergraduate Research Colloquium, March 10, 2004

1

2004a Jessica Colby, *The Evolution Revolution: An Example of Shifting Paradigms*, Council on Undergraduate Research Student Symposium, April 16, 2004

1

Stephen Everett, *The Taxonomy of Environmental Philosophies: A Great Apes Case Study With Aping Results*, Council on Undergraduate Research Student Symposium, April 16, 2004 (co-sponsored with Ari Santas)

1

Amos Batts, *Defining the Line Between Science and Religion*, Council on Undergraduate Research Student Symposium, April 16, 2004 (poster)

1

Kenya Chantél Webb, *African Americans and Their Under-Utilization of Hospice Care: Are They Knowledgeable or Still Holding on to the Past?*, Council on Undergraduate Research Student Symposium, April 16, 2004 (poster)

1

James Turner, *Adoption and Its Importance to Children*, Council on Undergraduate Research Student Symposium, April 16, 2004 (poster)

1

2002-2004 Valdosta State University Faculty Advisor to:
Philosophy and Religious Studies Club (Plato's Cave)
Women's Studies Club (Third Wave)
Phi Sigma Tau Honor Society

3

2002- Moderating VSU-PHIL-REL email list for students and faculty

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2002- Advising Philosophy Majors

1

Madeline F. Baldwin, David Michael Bowman, Kelsey Buchanan, Jackie Caldwell, Matt Cribbs, Ryan Fallon, Michael Jeffers, Phillip Klapp, Demarcus Marshall, Tiffany Morgan, Jessica McKinney, April Radney, Daniel John Richards, Travis David Simmons, Patrick Lee Smith, Antonio Wesley, Cocoa Williams

-Invited Guest Lectures in other Professor's classes at Valdosta State University

2004 "Interdisciplinary Research, Philosophy, Science and Art", invited guest lecture in Dr. Linda Calendrillo's General Studies combined seminar, Valdosta State University, January 29, 2004.

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2004a "Hegel's Significance Today", invited guest lecture in Dr. Jim Hill's History of Late Modern Philosophy course, Valdosta State University, March 2, 2004, Valdosta State University, Valdosta, Georgia.

1

2004b "Is Bush Good for the Environment?", an Environmental Ethics Forum Panel including members of the Geology, History and Philosophy faculty, participant, April 26, 2004, Valdosta State University, Valdosta, GA.

1

2004c "Abortion and Sexual Ethics", invited guest lecture in Dr. Michael Stoltzfus' Sexual Ethics seminar, May 25, 2004, Valdosta State University, Valdosta, GA.

1

2004d "Bioethics Debate", invited guest in Dr. Ihkide Imorun's Bioethics of Modern Genetics course, June 3, 2004, Valdosta State University, Valdosta, GA.

1

2004e "Postmodernism, Historiography, and Genealogy", invited guest lecture in Dr. Catherine Badura's Seminar in Historiography, August 31, 2004, Valdosta State University, Valdosta, GA.

1

- 2004f “Ethics of Research in Chemistry”, invited guest lecture in Dr. Jesse Spencer’s Sophomore Chemistry Seminar, October 7, 2004, Valdosta State University, Valdosta, GA. 1
- 2004g “Neo-Pragmatism, Cornel West and Social Theory” invited guest lecture in Dr. Ari Santos’ PHIL 3430 American Philosophy class, November 8, 2004, Valdosta State University, Valdosta, GA. 1
- 2004h “No Child Left Behind” Panel Discussion participant, with Dean Phillip Gunter, College of Education; Dr. John Hummel, Educational Psychology; and Mr. John Davis, Principal, S.L. Mason Elementary School; by invitation from Dr. Ari Santos’ PHIL 3430 American Philosophy class, November 29, 2004, Valdosta State University, Valdosta, GA. 1
- 2003 “Kant’s Prolegomena and the Antinomies”, invited guest lecture in Dr. Ari Santos’ History of Early Modern Philosophy Course, Valdosta State University, September 12, 2003, Valdosta, Georgia. 1
- 2003a “Persistent Vegetative State Palliative Care and the Terri Schiavo Case,” invited guest lecture in Dr. Jim Hill’s Ethics in the Trenches Course, Valdosta State University, November 19, 2003, Valdosta, Georgia. 1
- 2003b “Kant’s Prolegomena and the Antinomies,” invited guest lecture in Dr. Ari Santos’ History of Early Modern Philosophy Course, Valdosta State University, September 12, 2003, Valdosta, Georgia. 1
- 2003c “War and Profiteering,” a Business Ethics Forum Panel including Christy James (PT Political Science), Kevin Cronin (GMC), Reverend Floyd Rose, Michael Noll (Geo), and Jim Hill (Phil), Moderator, April 30, 2003, Valdosta State University, Valdosta, GA. 1
- 2003d Guest taught two PHIL 2020 Logic course sections for Richard Amesbury, September 17, 2003. 1
- 2002 “From American Pragmatism to Feminist Epistemology,” invited guest lecture in Dr. Michael Stoltzfus’ Fundamentals of Philosophy Course, Valdosta State University, November 5, 2002, Valdosta, Georgia. 1
- 2002a “Love and Relationships, from Aristotle to Baier: with inspirations from Hedwig and the Angry Inch,” Symposium on Love with Dr. Ari Santos’ Ancient Philosophy Class, October 11, 2002. 1

I also consider it to be a sign of teaching success that I have combined, balanced, and integrated a number of classroom teaching experiences with my publication and conference presentation record.

For example, the article,

“Sonar Technology and Shifts in Environmental Ethics.” Essays in Philosophy, vol. 6, no.1, January 2005. 7.5
<http://www.humboldt.edu/~essays/cjames.html>

is relevant to my work in the classes Philosophy of Science, Philosophy of Technology, and Environmental Ethics-related classes.

The article,

[“Huntington or Halliburton: The Real Clash of Civilizations In American Life.”](#) Journal for the Study of Religions and Ideologies, vol. 8, Summer 2004, p 43-54. **7.5**

is related to my participation in the Emory University “Teaching the Middle East” Workshop and its ongoing influence in my Aesthetics and Social and Political Philosophy classes.

Similarly, the review article,

[“Science and Other Cultures: Issues in Philosophies of Science and Technology”](#) edited by Robert Figueroa and Sandra Harding, Essays in Philosophy: A Biannual Journal, vol.5, no.1, January 2004. <http://www.humboldt.edu/~essays/jamesrev.html>

1

is an outgrowth of my Philosophy of Science work, and the book itself is used in my Philosophy of Technology class.

Also, the review article,

[“What Dying People Want: Practical Wisdom for the End of Life”](#) by David Kuhl, M.D., Metapsychology, November 11, 2003. <http://mentalhelp.net/books/books.php?type=de&id=1962>

1

is directly related to my work in Ethics and Health Care, both the online and in-person versions of the course.

My conference presentations relate to coursework as well. For example, in the Fall of 2004, I will present on a topic that was covered extensively in my Aesthetics class:

2004a “Kant and Lyotard on Racism and the Sublime” at the Lyotard and Kant Conference, Dominican College of Philosophy and Theology/ Collège Dominicain de Philosophie et de Théologie, November 18-21, 2004, Ottawa, Ontario, Canada.

2

And in the Spring of 2005, I will present on Williams Syndrome, a condition that brings to light a number of issues in the Epistemology section of my Fundamentals of Philosophy course.

2005 “Williams Syndrome and Social Knowledge” at the Northeastern Modern Language Association Conference, March 31-April 2, 2005, Cambridge, Massachusetts.

2

The fact that I have been able to integrate and balance my research and teaching enriches the classroom experience for the students, provides me with extra material for discussion and case studies, and allows me to stand as a model for students who hope to go to graduate school and engage in further study and professionalization.

Another quantitative indicator of teaching success are the ongoing student evaluations. The numbers reflect consistency, ongoing response to student needs, and development in line with department averages.

<u>Semester/Course</u>	<u>My averages</u>	<u>Department averages (when available)</u>
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Summer 2004

PHIL 3100 (EthicsHealthCare, online)	4.48	NA
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Spring 2004

PHIL 4800A(PhiComFilm)	4.79	4.80
PHIL 3200A(PhiSci)	4.96	NA
PHIL 2020A(Logic)	4.78	4.23
PHIL 2020B(Logic)	4.82	4.23

GENS Evaluation (on Philosophy Department paperwork)

In Spring 2004, I took on an additional class, and taught half the semester of the General Studies courses, GENS 2000/4000, after Linda Calendrillo taught half of the semester, and in the place of Linda Bennett Elder during her sick leave.

GENS 2000/4000	4.74	NA
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GENS Evaluation (on separate paperwork)

GENS 2000	4.42	NA
GENS 4000	4.02	NA

AVERAGES:	4.83 Instructor	4.45 PHIL Department total
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Fall 2003

PHIL 3130(Social and Political)	4.63	NA
PHIL 3110(Aesthetics)	4.54	NA
PHIL 2010C(Funda)	4.59	4.21 (All PHIL 2010 sections)
PHIL 2010D(Funda)	4.61	4.21 (All PHIL 2010 sections)

AVERAGES:	4.59 Instructor	4.29 PHIL Department total
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Summer 2003

PHIL 2010A(Funda)	4.15	4.08 (All PHIL courses included, besides 2010)
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AVERAGES:

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Spring 2003

PHIL 4800A(PhiComFilm)	4.32	NA
PHIL 3100A(EthHeaCar) 4.05	NA	
PHIL 2010D(Funda)	4.15	3.96 (All PHIL 2010 sections)
PHIL 2010HA(Funda)	3.99(Phil eval)	3.96 (All PHIL 2010 sections)
	3.96(Honors eval)	4.30 (All HON/H courses)
AVERAGES:	4.16 Instructor	4.14 PHIL Department total

Fall 2002

PHIL 3200A(PhilSci)	3.70*(One respondent marked 1 instead of 5 for every question, no negative comments were received on qualitative forms)	
PHIL 2020A(Logic)	4.09	3.76
PHIL 2020H(Logic)	3.81(Phil eval)	3.76 (All PHIL 2020 sections)
	3.34 (Honors eval)	4.05 (All HON/H courses)
PHIL 2010D(Funda)	4.40	4.26 (All PHIL 2010 sections)
AVERAGES:	4.14 Instructor	4.12 PHIL Department total

III. Teaching Challenges Ahead

The Department of Philosophy and Religious Studies at VSU is in a critical stage of its development and growth. The recent department review and the ongoing concern over our number of majors and majors graduating in each year maintains our most basic challenge, growing our dual-track major, and our minor programs. It is my hope that our recruitment practices have improved greatly over the last two years. In light of our ongoing recruitment, I dedicated a great portion of my work to the website, pamphlets, displays, Visitation Days, Happenings, and Majors Fairs. The departmental effort has also been enhanced greatly by the addition of Ray Peace as a full-time temp, and other support from Lavonna Lovern and Jim Hill. During 2005 and 2006, the Department will also receive a great deal of positive publicity and creative influence through the work of Louis Brown Scholar Vrnda Chaitanya and the upcoming conferences on India and Teaching About India. I fully support these efforts and contribute information, grant-writing ideas and skills, and other legwork anytime it is needed.

The Department and its efforts continue to be critical to the region and to the state of Georgia. The critical reasoning skills, and the background in liberal arts and humanities that Philosophy

provides, is desperately needed throughout the state of Georgia. Through our efforts, students and families become empowered, and takes their rightful place as informed active citizens. They also become discerning consumers of news media, the marketplace, and their elected officials' ideas. A vital and accessible Department of Philosophy and Religious Studies serves the state and region by producing engaged and knowledgeable citizens. It is my hope that as a number of students finish their degrees and go on to graduate school, especially MPA and Law graduate programs, that we will soon see these students take on the role of public servants and elected officials. I believe that my former students who are now in graduate school, including Demarcus Marshall and Brad Lenz, are on such a path, and that they will become excellent, philosophically, politically, and socially aware leaders in the community.

I also plan to continue developing my connections in the community in a number of venues. This is my second year as Vice President of the local AAUW (American Association of University Women), and we will host the state convention in Valdosta in the Spring of 2005. I hope to engage in a variety of discussions at this meeting that will enhance the reputation of our Department at this event and others.

I also hope to engage in further dialogue with other members of the community and community action groups affiliated with the AAUW, Jane Osborn, and the VSU Office of Volunteer Services. A variety of opportunities exist for students, faculty, applied research, and experiential learning through these contexts. I am also a founding member of the Center for Applied Research committee, which will soon provide another avenue for such opportunities.

I will continue to broaden our library collection in Philosophy and Religious Studies. This is the second year of my tenure as library liaison for our department, and we have already successfully purchased nearly \$6,000 worth of items, with special attention on videos in Religious Studies. Pending budgetary concerns, we will continue to expand the collections and I will continue to provide feedback on status of orders as soon as I receive it, through the photocopied call number cards that I have been providing in the department members' mailboxes.

I will continue to expand our internet resources and website, utilizing it in the classroom and as a recruitment tool. So far, approximately 16 individuals have contacted me through our website who are not members of the VSU community, including a number of potential majors who have later taken classes in our department, and in two cases, became Philosophy majors. This, combined with the ongoing addition of resources for our own students, makes the website an ongoing tool for teaching and advertising. Also, the current shift off of WebCT into Vista for online courses is in concert with my ongoing efforts. I attended Vista training in Athens in April 2004, and on VSU's campus in October 2004. Soon, all faculty grades will have to be entered through Vista instead of Banner, and I look forward to assisting the other members of the department.

I will make additional connections with members of other departments, both through my membership in the HUB and through guest lecturing in other departments. I will also continue to invite other faculty members to guest lecture in my classes, as Dennis Bogyo did in my Aesthetics class.

I will work assiduously on my time management, and continue to strive to give excellent and thorough feedback on written assignments and presentations.

I will make further efforts to find the best practices for discussing controversial issues in class, especially with concern for the fact that a number of our students have different political views than I do. I will work on being as tactful as possible in all interactions.

I will reach out to quiet and withdrawn students in a variety of ways, perhaps including a journaling option for students who have exceptional difficulty speaking up in class. I will also continue to experiment with other forms of classroom expression, including possibly a daily short reading quiz as other members of my department have used.

IV. Contributions to Scholarly Activities (work since Fall 2002 appears in 10-point font, work before Fall 2002 appears in 8-point font indented; tenure points are included in Arial font in right margin)

A. Professional Presentations, Conferences, Speaking Engagements, Workshops, and Guest Lectures at VSU

-Professional Presentations

- 2005 “Williams Syndrome and Social Knowledge” at the Northeastern Modern Language Association Conference, March 31-April 2, 2005, Cambridge, Massachusetts. 2
- 2004 “Environmental Ethics: A Dialectical Approach” at the North American Interdisciplinary Conference on Environment and Community, February 19-22, 2004, Saratoga Springs, New York. 2
- 2004a “Kant and Lyotard on Racism and the Sublime” at the Lyotard and Kant Conference, Dominican College of Philosophy and Theology/ Collège Dominicain de Philosophie et de Théologie, November 18-21, 2004, Ottawa, Ontario, Canada. 2
- 2003 “Acoustic Daylight Imaging Sonar and Augmented Senses” at the 4S Society for Social Studies of Science meetings, October 17, 2003, in Atlanta, Georgia. 2
- 2003a “Masculinity, Femininity, and Violence” at the Eighth Annual Interdisciplinary Women’s Studies Conference, March 14, 2003 at Valdosta State University, Valdosta, Georgia. 2
- 2002 “History of Ethical Theory” and “Case Studies” at *Ethical Theory, Values, Applications: A Multidisciplinary Workshop*, December 7, 2002, approved for certification and credit by the American Psychological Association, the Georgia Psychological Association, Georgia Licensed Professional Counselors Association, and the National Association of Social Workers, Georgia Chapter. 2
- 2002a “The Human Genome, Cloning, and Kant,” Humanities Lecture Series, Allegheny College, April 22, 2002, Meadville, Pennsylvania. 2
- 2001 “What Kant and Hegel Anticipated about Science in the New Millennium,” Southeastern American Society for Eighteenth-Century Studies, March 1-3, 2001, Huntsville, Alabama.

	2
2001a Commentary on APA Pacific Symposium Paper, “Activism and Ethnography: An Applied Ethics Methodology” by Christopher Meyer, CSU Bakersfield, March 28-31, 2001, San Francisco, California.	2
2000 “Sonar Technology, Objectivity, and Kitcher’s Account of Scientific Progress,” September 29, 2000, Kent State University, Kent, Ohio.	2
2000a “Kitcher, Objectivity and the Advancement of Science,” January 11, 2000, University of South Carolina, Columbia, South Carolina.	2
1998 “Acoustic Daylight Imaging and Objectivity,” Mid-Atlantic Conference in the History of Science, Medicine and Technology, July 31 - August 2, 1998, Johns Hopkins University, Baltimore, Maryland.	2
1998a “Objectivity and Sonar Technologies,” April 28, 1998, Rowan University, Glassboro, New Jersey.	2
1997 “Hegel, Harding and Objectivity,” Southwestern Philosophical Society annual conference, October 30-November 1, 1997, Memphis, Tennessee.	2
1996 “Curricular Reform in Higher Education: the Political and the Epistemological Arguments,” invited plenary address at the American Association of Philosophy Teachers International Workshop-Conference, July 31-August 4, 1996, Old Dominion University in Norfolk, Virginia.	2
1996a “Irrationality in Philosophy and Psychology: The Moral Implications of Self-Defeating Behavior,” Southern Society for Philosophy and Psychology, April 4-7, 1996, Nashville, Tennessee.	2
1996b “Nursing Science and Dialectical Objectivity,” Mephistos ’96, conference of graduate students in history and philosophy of science, February 23-25, 1996, University of Toronto, Toronto, Canada.	2
1996c “Irrationality in Philosophy and Psychology: The Moral Implications of Self-Defeating Behavior,” invited presentation, Graduate Student Colloquium, February 22, 1996, University of South Carolina, Columbia, South Carolina.	2
1995 “Curricular Reform in Higher Education: the Political and Epistemological Arguments,” at the “What’s the Difference? Communities and Communication in Transition” Conference, co-sponsored by Duquesne University’s Departments of Philosophy and English, December 2, 1995, at Duquesne University in Pittsburgh, Pennsylvania.	2
1995a “Irrationality in Philosophy and Psychology: The Moral Implications of Self-Defeating Behavior,” at the “What’s the Difference? Communities and Communication in Transition” Conference, co-sponsored by Duquesne University’s Departments of Philosophy and English, December 2, 1995, at Duquesne University in Pittsburgh, Pennsylvania.	2
1994 “Commentary on Bodies May Matter, But We Should Still Dream: Some Derridean Considerations on Judith Butler,” given at the National Graduate Student Conference in Philosophy, October 21-23, 1994 at Washington University in St. Louis, St. Louis, Missouri.	2

-Additional Speaking Engagements, Workshops, Public Lectures, and Conference Assistance

1. Seminars

2004 Conducted “Ethics, Public Policy and Communication” training seminar at the Douglas Chamber of Commerce Emerging Leaders Group, June 8, 2004, Douglas, Georgia.

1

2. Public Lectures

2004 Drumming Circle presentation with Lynn Bell of the College of Nursing, at the Unitarian Universalist Church, Sunday February 8, 2003, Valdosta, Georgia.

1

2003 "Science and Spirituality: Scientists, Mystics, and Nurses?" invited talk at the Unitarian Universalist Church, Sunday October 13, 2003, Valdosta, Georgia.

1

3. Conferences (Organizing and Planning Assistance)

2004–2006 Assisted Vrnda Chaitanya and Linda Bennett Elder as they organized two conferences on teaching and scholarship about Southeast Asia; 2 Conferences, one in Spring 2005 and one in January 2006

2

2004–2005 AAUW State Convention Planning for meeting in Valdosta, April 2005

1

4. Workshops

2004 Participant, Housing and Urban Development Grant Writing Workshop

1

2003 Workshop on Teaching the Middle East, Georgia Middle East Studies Consortium, October 18-19, 2003, Emory University, Atlanta, Georgia

1

2002 Presenter, "History of Ethical Theory" and "Case Studies" at *Ethical Theory, Values, Applications: A Multidisciplinary Workshop*, December 7, 2002, approved for certification and credit by the American Psychological Association, the Georgia Psychological Association, Georgia Licensed Professional Counselors Association, and the National Association of Social Workers, Georgia Chapter.

1

Conferences Attended

Northeastern Modern Language Association Conference, March 31-April 2, 2005, Cambridge, Massachusetts.

1

4S Society for Social Studies of Science meetings, October 17, 2003, in Atlanta, Georgia.

1

Southeastern American Society for Eighteenth-Century Studies, March 1-3, 2001, Huntsville, Alabama.

1

APA Pacific, March 28-31, 2001, San Francisco, California.

1

Mid-Atlantic Conference in the History of Science, Medicine and Technology, July 31 - August 2, 1998, Johns Hopkins University, Baltimore, Maryland.

1

Southwestern Philosophical Society annual conference, October 30-November 1, 1997, Memphis, Tennessee.

1

American Association of Philosophy Teachers International Workshop-Conference, July 31-August 4, 1996, Old Dominion University in Norfolk, Virginia.

1

Southern Society for Philosophy and Psychology, April 4-7, 1996, Nashville, Tennessee.

1

Community Service

2004- Cultural Diversity Training sessions on and off campus through the Office of Minority and Diversity Affairs' Cultural Diversity Council

1

2002-2004 Vice President of Programming, Scholarships Officer, and Member, American Association of University Women. This group engages in community service, including a philanthropy/mentoring program for underprivileged junior high school girls called "Sister to Sister." The AAUW also gives a number of scholarships, grants and fellowships locally and nationally.

1

Fall 2003-Spring 2004 AAUW Programs organized for each month, 9 total per year

1

Fall 2004-Spring 2005 AAUW Programs organized for each month, 9 total per year

1

March 2003 Volunteer and Recorder at Sister to Sister

1

March 2004 Volunteer and Recorder at Sister to Sister

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March 2005 Volunteer and Recorder at Sister to Sister

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2003 Organized an eight-part series of talks on "Rebuilding Iraq", featuring VSU faculty and community leaders, Summer Session. Each talk was also videotaped by me and made available through our department website:

1

Monday April 28, 2003 UC Theatre at 8pm, Jim Hill and Jane Elza, Inspecting the Patriot Acts I and II. The Patriot Acts broadly expand law enforcement's surveillance and investigative powers.

Tuesday May 13, 2003 Bio Chem Auditorium at 7:00pm, Mouyyed Hassouna, Iraq After Saddam and the Palestine Question. A new global perspective on the current plan for restructuring the middle east.

Tuesday May 20, 2003 Bio Chem Auditorium at 7:00pm, Viki Soady, womenandchildrenlast: In Defense of Political Correctness. How the current situation in the mid-east is affecting the lives of women and children.

Tuesday May 27, 2003 Bio Chem Auditorium at 7:00pm Reverend Floyd Rose, How Do We Win the Peace? A discussion of American politics after the war, with practical advice for the future.

Tuesday June 3, 2003 Bio Chem Auditorium at 7:00pm, James LaPlant, Changes in American Domestic and Foreign Policy after 9-11. How the political strategies in United States leadership have changed in response to the tragedy of 9-11.

Tuesday June 10, 2003 Bio Chem Auditorium at 7:00pm, Linda Bennett Elder, the United Religions Initiative. This global interfaith project which has headquarters in San Francisco has as a principal focus the cessation of religiously motivated violence. The organization embodies the principles inherent in thinking globally and working locally.

Tuesday June 17, 2003 Bio Chem Auditorium at 7:00pm, Rabbi Moshe Elbaz, The Middle East - Conflict in the Making. Valdosta's own Rabbi will comment on the Iraq post-Saddam and the Arab/Israeli crisis, and take questions.

Tuesday June 24, 2003 Bio Chem Auditorium at 7:00pm, Frank Barnas, Media Accountability and Literacy. How the coverage of the War in Iraq has highlighted issues of media integrity and the connections between corporate news organizations and the military-industrial complex.

B. Publications, Peer-Reviewed (Journal Articles, Book Chapters, and Review Articles)

Articles

- “The Benefits of Comedy: Teaching Ethics Through Shared Laughter.” forthcoming in Academic Exchange Extra, April 2005. 7.5
- “Sonar Technology and Shifts in Environmental Ethics.” Essays in Philosophy, vol. 6, no.1, January 2005. 7.5
<http://www.humboldt.edu/~essays/cjames.html>
- “Huntington or Halliburton: The Real Clash of Civilizations In American Life.” Journal for the Study of Religions and Ideologies, vol. 8, Summer 2004, p 43-54. 7.5
- “Irrationality in Philosophy and Psychology: the Moral Implications of Self-Defeating Behavior.” Journal of Consciousness Studies, 5, 1998, (2): 224-234. <http://teach.valdosta.edu/chjames/jcs.htm> 7.5
- “Hegel, Harding and Objectivity.” Southwest Philosophy Review, 14, 1997, (1): 111-122. <http://teach.valdosta.edu/chjames/Hegharobj.htm> 7.5
- “Feminism and Masculinity: reconceptualizing the dichotomy of reason and emotion.” International Journal of Sociology and Social Policy, 17, 1997, (1/2): 129-152. <http://teach.valdosta.edu/chjames/ijssp.htm> 7.5
- “Feminist Ethics, Mothering, and Caring.” Kinesis, 22, 1995, (2): 2-16. <http://teach.valdosta.edu/chjames/kinesis2.htm> 7.5

Book Chapters

- “The Hermeneutics of Anger: intersubjective narrative in femininity and masculinity” in *Feminist Perspectives on the Emotions*, co-edited by Angela Bolte and Nancy Snow, forthcoming in 2005. 7.5
- “Feminism and Masculinity: reconceptualizing the dichotomy of reason and emotion” in *Feminism and Men:Reconstructing Gender Relations*, Steven Schacht and Doris Ewing, eds., New York: New York University Press, 1998, pp. 183-201. 7.5

Review Articles

- “Science and Other Cultures: Issues in Philosophies of Science and Technology” edited by Robert Figueroa and Sandra Harding, Essays in Philosophy: A Biannual Journal, vol.5, no.1, January 2004. <http://www.humboldt.edu/~essays/jamesrev.html> 1

- “What Dying People Want: Practical Wisdom for the End of Life” by David Kuhl, M.D.,

Metapsychology, November 11, 2003. http://mentalhelp.net/books/books.php?type=de&id=1962	1
“ Reconceptualizing Masculinity: A Review of Current Literature on Masculinity ,” disClosure: a journal of social theory, 5, 1996, pp. 74-83. http://teach.valdosta.edu/chjames/mascu.htm	1
Reviewed a Book for Wadsworth Publishers, <i>Political Philosophies in Conflict</i> , April 2004, Jake Warde, publisher contact	1
Reviewed a book for McGraw-Hill Publishers, <i>Copernican Questions: A Concise Introduction to the Philosophy of Science</i> , November 2004, Allison Rona, publisher contact	1

Under Consideration

Always, a variety of works are under consideration at journals and conferences. One such example that is related to teaching is an article based on my experiences teaching Philosophy, Comedy and Film (PHIL 4800) entitled “Empowerment and Laughter in Philosophy”, which is under review at the Journal for Philosophical Practice.

C. Current Works in Progress, including Grants

NEH Summer Stipend, applied for in the Fall of 2004, accepted into candidacy at VSU, pending nationally (\$5,000)	1
AAUW Community Action Grant applied for, Fall 2004-January 2005, pending nationally (\$7,000)	1

5. Contributions to Administrative Work and to Department, 2002-present

1.	Departmental Committees	
2003-2004	Valdosta State University Philosophy Department Tenure and Promotion Committee	1
2004-2005	Valdosta State University Philosophy Department Curriculum Committee	1
2002-2003	Philosophy Department Review Committee, Philosophy Department Job Search Committee	1
2003	Philosophy Department Tenure and Promotion Committee, chair for Michael Stoltzfus	1
2.	College Committees	
2003-2004	Serving on a thesis committee in the College of Nursing, Dr. James Humphrey is the thesis committee chair, and the student is Kelli Vaughn. She is studying nurses' attitudes towards family presence during resuscitation of trauma patients in Level II trauma centers in Georgia.	1

3. University Committees

2004-	Valdosta State University Strategic Planning, Diversity Task Force	1
2004-	Valdosta State University Cultural Diversity Trainer, Member of Cultural Diversity Council	1
2004-	Valdosta State University Center for Applied Research Committee member	1
2004-	Valdosta State University Wellness Committee Member	1
2004-	Valdosta State University Graduate Faculty Associate Member	1
2003-2006	Valdosta State University Faculty Senator	1
	Valdosta State University Library Affairs Committee (Chair 2004-2005)	1

6. Goals and Objectives for the Near Future

I have a number of concrete goals for the near future. I will continue to attend and participate in professional meetings. This continues to be critical for my attempts at modeling, for my students, the life of an engaged, socially, and politically active professor and intellectual. It is my hope that through my professional engagement I can inspire my students to do similar events at the undergraduate level even when such events are intimidating for a first-generation college student; and to assist the visibility of VSU in the broader regional, state, national, and international community.

I will also continue to submit articles for peer-reviewed publication. This is an ongoing challenge for all of us teaching a 4-4 load, but I believe that the connections between my teaching and my research, especially in my last four published articles since my time at VSU, have given me new insight into how one can balance teaching, research, and service. I hope to continue to be balanced in all of these areas.

I will also continue to develop our department website, and add ongoing information and resources to the site. Our VSU-PHIL-REL email list has already become a popular source of information for students who hope to take part in student conferences and publish as undergraduates. These kinds of activities will make all the difference as more of our students seek admission to graduate schools.

I will also support the department in its ongoing efforts regarding budget initiatives, grant writing, the upcoming conferences, and the name change to the Department of Philosophy and Religious Studies.

I will give further attention to grant writing, applied research and other funding possibilities that may benefit the Department and the College.

In the Ethics and Health Care class, three students noted in course evaluations that the book contained some intimidating medical jargon. I will address this in the future by providing more glossing on the text (it is also the case that definitions of these medical terms are widely available online, and I will also continue to encourage students to visit various specified websites with information on particular medical terms and conditions mentioned in Medical Ethics literature.)

Also, in the online summer version of the Ethics and Health Care class in 2004, two students noted that they would have liked me to email and participate more. I believe that there is a virtue in remaining neutral in such email discussions, and I believe that free expression with little instructor cut-off in discussion of case studies is of greatest benefit to the students. In fact, other students said “I liked her strategy in teaching this class. She stood back from the fence and only intervened when she thought it was necessary. This enabled students to post their own points of view and allowed them to learn from one another”, “I feel that the instructor was very resourceful when it came down to explaining any questions we had and also telling us what she expected when we had to do assignments”, “I felt that Dr. James was thoughtful and insightful in her comments.” I will respond to this concern on the part of some of the students by emailing more than I usually do, and providing additional guidance on emailing discussions.

During the Iraq war in the spring of 2003, two students in my Honors Fundamentals of Philosophy class told me that they felt that they were not free to express their own political views in class. In order to remedy this problem in face-to-face classes, I have kept my own political comments more neutral and offered the students added time during each class to announce their own ideas and events related to any political party. The Honors Reasoning and Argumentation classes in the Fall of 2004 have greatly enjoyed this change. I continue to actively consider the most tactful way of handling in class discussions and disagreements, as well as developing my tact in other areas of university life.

ADDENDUM: DRAFT OF TENURE FILE POINTS PAGES, JAMES

II. Service to the Institution and Community – 15--25 points maximum. Minimum points required to establish eligibility for promotion are as follows: assistant professor, 10 points; associate professor, 15 points; and professor, 15 points.

25 (38) (58)

The data will include relevant information **since initial employment at Valdosta State University**. (Note, this is different from the III. Professional Growth and Development Section includes “only information that pertains to one’s professional career” without limiting said career to the years at VSU.) Valid service includes university-related contributions to the community and committee work. Items in each category should be listed in reverse chronological order. The recommended points are to be distributed as follows.

Category A: Seminars, public lectures, conferences, etc. - One point for each contribution with a maximum of 5 points

Category B: Community services - One point for each contribution with a maximum of 10 points

Category C: Committees - One point per committee per year for membership and one additional point for serving as chair, with a maximum of 10 points

Category D: Student support - One point for each contribution with a maximum of 5 points

Category E: Additional contributions - One point for each contribution with a maximum of 10 points

Category A: Seminars, public lectures, conferences, workshops, and non-credit courses related to the candidate’s disciplinary or interdisciplinary professional activities, which were conducted by the candidate or in which the candidate provided assistance - 5 points maximum. For each item provide: title of activity, date(s), place, duration of activity, and number of participants, where applicable.

5 (9)

5. Seminars

2004 Conducted “Ethics, Public Policy and Communication” training seminar at the Douglas Chamber of Commerce Emerging Leaders Group, June 8, 2004, Douglas, Georgia.

1

6. Public Lectures

2004 Drumming Circle presentation with Lynn Bell of the College of Nursing, at the Unitarian Universalist Church, Sunday February 8, 2003, Valdosta, Georgia.

1

2003 "Science and Spirituality: Scientists, Mystics, and Nurses?" invited talk at the Unitarian Universalist Church, Sunday October 13, 2003, Valdosta, Georgia.

1

7. Conferences

2004–2006 Assisted Vrnda Chaitanya and Linda Bennett Elder as they organized two conferences on teaching and scholarship about Southeast Asia; 2 Conferences one in Spring 2005 and one in January 2006

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2004–2005 AAUW State Convention Planning for meeting in Valdosta, April 2005

1

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2002 Presenter, "History of Ethical Theory" and "Case Studies" at *Ethical Theory, Values, Applications: A Multidisciplinary Workshop*, December 7, 2002, approved for certification and credit by the American Psychological Association, the Georgia Psychological Association, Georgia Licensed Professional Counselors Association, and the National Association of Social Workers, Georgia Chapter.

1

9. Non-credit courses

Category B: Community service - 10 points maximum. For each item provide date(s), group served, duration and nature of activity.

8 (8)

2004- Cultural Diversity Training sessions on and off campus through the Office of Minority and Diversity Affairs' Cultural Diversity Council

1

2002-2004 Vice President of Programming, Scholarships Officer, and Member, American Association of University Women. This group engages in community service, including a philanthropy/mentoring program for underprivileged junior high school girls called "Sister to Sister." The AAUW also gives a number of scholarships, grants and fellowships locally and nationally.

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Tuesday June 24, 2003 Bio Chem Auditorium at 7:00pm, Frank Barnas, Media Accountability and Literacy. How the coverage of the War in Iraq has highlighted issues of media integrity and the connections between corporate news organizations and the military-industrial complex.

Category C: Committee service - 10 points maximum. For each item provide year(s) of service and nature of involvement (e.g., chairman, member, etc.).

10 (12)

4. Departmental Committees

2003-2004	Valdosta State University Philosophy Department Tenure and Promotion Committee	1
2004-2005	Valdosta State University Philosophy Department Curriculum Committee	1
2002-2003	Philosophy Department Review Committee, Philosophy Department Job Search Committee	1
2003	Philosophy Department Tenure and Promotion Committee, chair for Michael Stoltzfus	1

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6. University Committees

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2004-	Valdosta State University Cultural Diversity Trainer, Member of Cultural Diversity Council	1
2004-	Valdosta State University Center for Applied Research Committee member	1
2004-	Valdosta State University Wellness Committee Member	1
2004-	Valdosta State University Graduate Faculty Associate Member	1
2003-2006	Valdosta State University Faculty Senator	1
2003-2006	Valdosta State University Library Affairs Committee (Chair 2004-2005)	1

4. University System Committees

Category D: Student support including advising, service learning, student clubs, assisting student in projects, etc. - 5 points maximum. For each item provide information about nature of service and extent of involvement.

5 (13)

2003-2004 Serving on a **thesis committee** in the College of Nursing, Dr. James Humphrey is the thesis committee chair, and the student is Kelli Vaughn. She is studying nurses' attitudes towards family presence during resuscitation of trauma patients in Level II trauma centers in Georgia.

1

Student Papers Published

2004 Tom Smith, *On Punch Drunk Love*, in *Blastitude* #17, July 2004
<http://www.blastitude.com/17/PUNCHDRUNKLOVE.htm>

1

Student Presentations Sponsored

2004 Brad Lenz, *Derrida*, Council on Undergraduate Research Colloquium, March 10, 2004

1

2004a Jessica Colby, *The Evolution Revolution: An Example of Shifting Paradigms*, Council on Undergraduate Research Student Symposium, April 16, 2004

1

Stephen Everett, *The Taxonomy of Environmental Philosophies: A Great Apes Case Study With Aping Results*, Council on Undergraduate Research Student Symposium, April 16, 2004 (co-sponsored with Ari Santas)

1

Amos Batts, *Defining the Line Between Science and Religion*, Council on Undergraduate Research Student Symposium, April 16, 2004 (poster)

1

Kenya Chantél Webb, *African Americans and Their Under-Utilization of Hospice Care: Are They Knowledgeable or Still Holding on to the Past?*, Council on Undergraduate Research Student Symposium, April 16, 2004 (poster)

1

James Turner, *Adoption and Its Importance to Children*, Council on Undergraduate Research Student Symposium, April 16, 2004 (poster)

1

2002-2004 Valdosta State University Faculty Advisor to:
 Philosophy and Religious Studies Club (Plato's Cave)
 Women's Studies Club (Third Wave)
 Phi Sigma Tau Honor Society

3

2002- Moderating VSU-PHIL-REL email list for students and faculty

1

2002- Advising Philosophy Majors
 Madeline F. Baldwin, David Michael Bowman, Kelsey Buchanan, Jackie Caldwell, Matt Cribbs, Ryan Fallon, Gerard Jay Gordon, Michael Jeffers, Phillip Klapp, Demarcus Marshall, Tiffany Morgan, Jessica McKinney, Geoffrey Scott Platta, April Radney, Daniel John Richards, Travis David Simmons, Patrick Lee Smith, Antonio Wesley, Cocoa Williams

1

Category E: Additional contributions to the institution beyond those cited in categories A, B, C, and D above – 10 points maximum. For each item provide supportive detail.

Invited Guest Lectures in other Professor's classes at Valdosta State University

- 2004 "Interdisciplinary Research, Philosophy, Science and Art", invited guest lecture in Dr. Linda Calendrillo's General Studies combined seminar, Valdosta State University, January 29, 2004. 1
- 2004a "Hegel's Significance Today", invited guest lecture in Dr. Jim Hill's History of Late Modern Philosophy course, Valdosta State University, March 2, 2004, Valdosta State University, Valdosta, Georgia. 1
- 2004b "Is Bush Good for the Environment?", an Environmental Ethics Forum Panel including members of the Geology, History and Philosophy faculty, participant, April 26, 2004, Valdosta State University, Valdosta, GA. 1
- 2004c "Abortion and Sexual Ethics", invited guest lecture in Dr. Michael Stoltzfus' Sexual Ethics seminar, May 25, 2004, Valdosta State University, Valdosta, GA. 1
- 2004d "Bioethics Debate", invited guest in Dr. Ihkide Imorun's Bioethics of Modern Genetics course, June 3, 2004, Valdosta State University, Valdosta, GA. 1
- 2004e "Postmodernism, Historiography, and Genealogy", invited guest lecture in Dr. Catherine Badura's Seminar in Historiography, August 31, 2004, Valdosta State University, Valdosta, GA. 1
- 2004f "Ethics of Research in Chemistry", invited guest lecture in Dr. Jesse Spencer's Sophomore Chemistry Seminar, October 7, 2004, Valdosta State University, Valdosta, GA. 1
- 2004g "Neo-Pragmatism, Cornel West and Social Theory" invited guest lecture in Dr. Ari Santas' PHIL 3430 American Philosophy class, November 8, 2004, Valdosta State University, Valdosta, GA. 1
- 2004h "No Child Left Behind" Panel Discussion participant, with Dean Phillip Gunter, College of Education; Dr. John Hummel, Educational Psychology; and Mr. John Davis, Principal, S.L. Mason Elementary School; by invitation from Dr. Ari Santas' PHIL 3430 American Philosophy class, November 29, 2004, Valdosta State University, Valdosta, GA. 1
- 2003 "Kant's Prolegomena and the Antinomies", invited guest lecture in Dr. Ari Santas' History of Early Modern Philosophy Course, Valdosta State University, September 12, 2003, Valdosta, Georgia. 1
- 2003a "Persistent Vegetative State Palliative Care and the Terri Schiavo Case," invited guest lecture in Dr. Jim Hill's Ethics in the Trenches Course, Valdosta State University, November 19, 2003, Valdosta, Georgia. 1
- 2003b "Kant's Prolegomena and the Antinomies," invited guest lecture in Dr. Ari Santas' History of Early Modern Philosophy Course, Valdosta State University, September 12, 2003, Valdosta, Georgia. 1

- 2003c “War and Profiteering,” a Business Ethics Forum Panel including Christy James (PT Political Science), Kevin Cronin (GMC), Reverend Floyd Rose, Michael Noll (Geo), and Jim Hill (Phil), Moderator, April 30, 2003, Valdosta State University, Valdosta, GA. 1
- 2003d Guest taught two PHIL 2020 Logic course sections for Richard Amesbury, September 17, 2003. 1
- 2002 “From American Pragmatism to Feminist Epistemology,” invited guest lecture in Dr. Michael Stoltzfus’ Fundamentals of Philosophy Course, Valdosta State University, November 5, 2002, Valdosta, Georgia. 1
- 2002a “Love and Relationships, from Aristotle to Baier: with inspirations from Hedwig and the Angry Inch,” Symposium on Love with Dr. Ari Santos’ Ancient Philosophy Class, October 11, 2002. 1

III. Professional Growth and Development - 25--35 points maximum. Minimum points required to establish eligibility for promotion are as follows: assistant professor, 10 points; associate professor, 15 points; and professor, 25 points. See “Promotion Criteria.”

35 (128.5)

For each category below include only information that pertains to one’s professional career. (*Note that this section is different from section II.*) Items should be listed in reverse chronological order. The recommended points are to be distributed as follows.

- Category A: Externally refereed publications - 25 points maximum
Category B: Professional development activities - 10 points maximum
Category C: Other scholarly activity - 0 points

Category A: Externally refereed publications in one’s disciplines or interdisciplinary work, including such works accepted for publication - 25 points maximum.

25 (67.5)

1. Books and monographs - 15 points each.
2. Textbooks - 10 points each.
3. Refereed publications, including electronic publications, journal articles, book chapters, short stories, and essays - 7.5 points each.

Book Chapters

“The Hermeneutics of Anger: intersubjective narrative in femininity and masculinity” in *Feminist Perspectives on the Emotions*, co-edited by Angela Bolte and Nancy Snow, forthcoming in 2005.

7.5

“[Feminism and Masculinity: reconceptualizing the dichotomy of reason and emotion](#)” in *Feminism and Men: Reconstructing Gender Relations*, Steven Schacht and Doris Ewing, eds., New York: New York University Press, 1998, pp. 183-201.

7.5

Articles

- “The Benefits of Comedy: Teaching Ethics Through Shared Laughter.” forthcoming in Academic Exchange Extra, April 2005. 7.5
- “Sonar Technology and Shifts in Environmental Ethics.” Essays in Philosophy, vol. 6, no.1, January 2005. 7.5
<http://www.humboldt.edu/~essays/cjames.html>
- “Huntington or Halliburton: The Real Clash of Civilizations In American Life.” Journal for the Study of Religions and Ideologies, vol. 8, Summer 2004, p 43-54. 7.5
- “Irrationality in Philosophy and Psychology: the Moral Implications of Self-Defeating Behavior.” Journal of Consciousness Studies, 5, 1998, (2): 224-234. <http://teach.valdosta.edu/chjames/jcs.htm> 7.5
- “Hegel, Harding and Objectivity.” Southwest Philosophy Review, 14, 1997, (1): 111-122. <http://teach.valdosta.edu/chjames/Hegharobj.htm> 7.5
- “Feminism and Masculinity: reconceptualizing the dichotomy of reason and emotion.” International Journal of Sociology and Social Policy, 17, 1997, (1/2): 129-152. <http://teach.valdosta.edu/chjames/ijssp.htm> 7.5
- “Feminist Ethics, Mothering, and Caring.” Kinesis, 22, 1995, (2): 2-16. <http://teach.valdosta.edu/chjames/kinesis2.htm> 7.5

4. Anthologies, workbooks, laboratory manuals, and solutions manuals - 5 points each.

Category B: Professional development activities, including publications not subject to an external refereeing process – such as grant proposals, presentations at academic conferences, participation in professional organizations, editing, and reviewing. This activity includes works accepted for publication but excludes unrefereed works for which the candidate paid a fee to have the work published. - 10 points maximum.

10 (81)

1. Published videos, software, and other instructional material, including national Internet web sites for which that faculty member is responsible in development, content and maintenance - 5 points each.

2. Editing of professional journals - 5 points each.
3. Editing of regional or national newsletters - 2 points each.
4. Professional refereeing and reviewing - 1 point each.

Review Articles

“[Science and Other Cultures: Issues in Philosophies of Science and Technology](#)” edited by Robert Figueroa and Sandra Harding, *Essays in Philosophy: A Biannual Journal*, vol.5, no.1, January 2004.

<http://www.humboldt.edu/~essays/jamesrev.html>

1

“[What Dying People Want: Practical Wisdom for the End of Life](#)” by David Kuhl, M.D., *Metapsychology*, November 11, 2003. <http://mentalhelp.net/books/books.php?type=de&id=1962>

1

“[Reconceptualizing Masculinity: A Review of Current Literature on Masculinity](#),” *disClosure: a journal of social theory*, 5, 1996, pp. 74-83. <http://teach.valdosta.edu/chjames/mascu.htm>

1

Reviewed a Book for Wadsworth Publishers, *Political Philosophies in Conflict*, April 2004, Jake Warde, publisher contact

1

Reviewed a book for McGraw-Hill Publishers, *Copernican Questions: A Concise Introduction to the Philosophy of Science*, November 2004, Allison Rona, publisher contact

1

Referee for *Inquiry: An Interdisciplinary Journal of Philosophy*

1

Reviewer for the journal *Science, Technology, & Human Values*

1

5. Other articles, poems, book reviews, technical reports, and abstracts - 1 point each.
6. Papers and posters presented at academic conferences - 2 points for each paper or poster presented at disciplinary or interdisciplinary academic conferences, with a maximum of 6 points.

6 (42)

2005 “Williams Syndrome and Social Knowledge” at the Northeastern Modern Language Association Conference, March 31-April 2, 2005, Cambridge, Massachusetts.

2

2004 “Environmental Ethics: A Dialectical Approach” at the North American Interdisciplinary Conference on Environment and Community, February 19-22, 2004, Saratoga Springs, New York.

2

2004a “Kant and Lyotard on Racism and the Sublime” at the Lyotard and Kant Conference, Dominican College of Philosophy and Theology/Collège Dominicain de Philosophie et de Théologie, November 18-21, 2004, Ottawa, Ontario, Canada.

2

2003 “Acoustic Daylight Imaging Sonar and Augmented Senses” at the 4S Society for Social Studies of Science meetings, October 17, 2003, in Atlanta, Georgia.

2

- 2003a "Masculinity, Femininity, and Violence" at the Eighth Annual Interdisciplinary Women's Studies Conference, March 14, 2003 at Valdosta State University, Valdosta, Georgia. **2**
- 2002 "History of Ethical Theory" and "Case Studies" at *Ethical Theory, Values, Applications: A Multidisciplinary Workshop*, December 7, 2002, approved for certification and credit by the American Psychological Association, the Georgia Psychological Association, Georgia Licensed Professional Counselors Association, and the National Association of Social Workers, Georgia Chapter. **2**
- 2002a "The Human Genome, Cloning, and Kant," Humanities Lecture Series, Allegheny College, April 22, 2002, Meadville, Pennsylvania. **2**
- 2001 "What Kant and Hegel Anticipated about Science in the New Millennium," Southeastern American Society for Eighteenth-Century Studies, March 1-3, 2001, Huntsville, Alabama. **2**
- 2001a Commentary on APA Pacific Symposium Paper, "Activism and Ethnography: An Applied Ethics Methodology" by Christopher Meyer, CSU Bakersfield, March 28-31, 2001, San Francisco, California. **2**
- 2000 "Sonar Technology, Objectivity, and Kitcher's Account of Scientific Progress," September 29, 2000, Kent State University, Kent, Ohio. **2**
- 2000a "Kitcher, Objectivity and the Advancement of Science," January 11, 2000, University of South Carolina, Columbia, South Carolina. **2**
- 1998 "Acoustic Daylight Imaging and Objectivity," Mid-Atlantic Conference in the History of Science, Medicine and Technology, July 31 - August 2, 1998, Johns Hopkins University, Baltimore, Maryland. **2**
- 1998a "Objectivity and Sonar Technologies," April 28, 1998, Rowan University, Glassboro, New Jersey. **2**
- 1997 "Hegel, Harding and Objectivity," Southwestern Philosophical Society annual conference, October 30-November 1, 1997, Memphis, Tennessee. **2**
- 1996 "Curricular Reform in Higher Education: the Political and the Epistemological Arguments," invited plenary address at the American Association of Philosophy Teachers International Workshop-Conference, July 31-August 4, 1996, Old Dominion University in Norfolk, Virginia. **2**
- 1996a "Irrationality in Philosophy and Psychology: The Moral Implications of Self-Defeating Behavior," Southern Society for Philosophy and Psychology, April 4-7, 1996, Nashville, Tennessee. **2**
- 1996b "Nursing Science and Dialectical Objectivity," Mephistos '96, conference of graduate students in history and philosophy of science, February 23-25, 1996, University of Toronto, Toronto, Canada. **2**

- 1996c "Irrationality in Philosophy and Psychology: The Moral Implications of Self-Defeating Behavior," invited presentation, Graduate Student Colloquium, February 22, 1996, University of South Carolina, Columbia, South Carolina. **2**
- 1995 "Curricular Reform in Higher Education: the Political and Epistemological Arguments," at the "What's the Difference? Communities and Communication in Transition" Conference, co-sponsored by Duquesne University's Departments of Philosophy and English, December 2, 1995, at Duquesne University in Pittsburgh, Pennsylvania. **2**
- 1995a "Irrationality in Philosophy and Psychology: The Moral Implications of Self-Defeating Behavior," at the "What's the Difference? Communities and Communication in Transition" Conference, co-sponsored by Duquesne University's Departments of Philosophy and English, December 2, 1995, at Duquesne University in Pittsburgh, Pennsylvania. **2**
- 1994 "Commentary on Bodies May Matter, But We Should Still Dream: Some Derridean Considerations on Judith Butler," given at the National Graduate Student Conference in Philosophy, October 21-23, 1994 at Washington University in St. Louis, St. Louis, Missouri. **2**

7. Membership in professional organizations - 1 point each, with a maximum of 3 points.

3(10)

American Philosophical Association (APA)
 Philosophy of Science Association (PSA)
 History of Science Society (HSS)
 History and Philosophy of Science (HOPOS)
 Society for Social Studies of Science (4S)
 Hegel Society of America (HSA)
 Society of Women in Philosophy (SWIP)
 Southern Society for Philosophy and Psychology (SSPP)
 Southwestern Philosophical Society (SPS)
 American Association of University Women (AAUW)

8. Posts held in professional organizations - 2 points each.
 9. Attendance at professional meetings - 1 point each, with a maximum of 2 points.

2(8)

Northeastern Modern Language Association Conference, March 31-April 2, 2005, Cambridge, Massachusetts. **1**

4S Society for Social Studies of Science meetings, October 17, 2003, in Atlanta, Georgia. **1**

Southeastern American Society for Eighteenth-Century Studies, March 1-3, 2001, Huntsville, Alabama. **1**

APA Pacific, March 28-31, 2001, San Francisco, California. **1**

Mid-Atlantic Conference in the History of Science, Medicine and Technology, July 31 - August 2, 1998, Johns Hopkins University, Baltimore, Maryland.

1

Southwestern Philosophical Society annual conference, October 30-November 1, 1997, Memphis, Tennessee.

1

American Association of Philosophy Teachers International Workshop-Conference, July 31-August 4, 1996, Old Dominion University in Norfolk, Virginia.

1

Southern Society for Philosophy and Psychology, April 4-7, 1996, Nashville, Tennessee.

1

10. External grant proposals - 1 point for each proposal written and 1 additional point for each accepted.

(2)

NEH Summer Stipend, applied for in the Fall of 2004, accepted into candidacy at VSU, pending nationally, \$5,000

1

AAUW Community Action Grant, January 2005-January 2006, pending nationally, \$7,000

1

11. Internal grant proposals - 0 points for each proposal written and 1 point for each accepted.

(7)

VSU Faculty Research Grant, 2004-2005, for upcoming Scripps research trip. \$1000

1

VSU Faculty Professional Development Grants, Fall 2003, Spring 2004, Fall 2004, Spring 2005. Used for research and travel to conference presentations. 4 x \$500 = \$2000

4

Allegheny College Professional Development Grants, Fall 2001-Spring 2002. Used for research and travel to conference presentations. 2 x \$500 = \$1000

1

Kent State University Faculty Travel Funds, Fall 2000-Spring 2001. Used for research and travel to conference presentations. 2 x \$500 = \$1000

1

II. Service to the Institution and Community – 15--25 points maximum. Minimum points required to establish eligibility for promotion are as follows: assistant professor, 10 points; associate professor, 15 points; and professor, 15 points.

The data will include relevant information since initial employment at Valdosta State University. Valid service includes university-related contributions to the community and committee work. Items in each category should be listed in reverse chronological order. The recommended points are to be distributed as follows.

Category A: Seminars, public lectures, conferences, etc. - One point for each contribution with a maximum of 5 points

Category B: Community services - One point for each contribution with a maximum of 10 points

Category C: Committees - One point per committee per year for membership and one additional point for serving as chair, with a maximum of 10 points

Category D: Student support - One point for each contribution with a maximum of 5 points

Category E: Additional contributions - One point for each contribution with a maximum of 10 points

Summary of recommended point count

	<i>by candidate</i>	<i>by departmental P & T committee</i>	<i>by department head</i>
Category A	<u>5 (9)</u>	_____	_____
Category B	<u>8 (8)</u>	_____	_____
Category C	<u>10 (12)</u>	_____	_____
Category D	<u>5 (13)</u>	_____	_____
Category E	<u>10 (16)</u>	_____	_____
Total	<u>25 (38) (58)</u>	_____	_____

Overages in parentheses will all become plus signs + as per the Dean's wishes.

III. Professional Growth and Development - 25--35 points maximum. Minimum points required to establish eligibility for promotion are as follows: assistant professor, 10 points; associate professor, 15 points; and professor, 25 points. See "Promotion Criteria."

For each category below include only information that pertains to one's professional career. Items should be listed in reverse chronological order. The recommended points are to be distributed as follows.

Category A: Externally refereed publications - 25 points maximum
Category B: Professional development activities - 10 points maximum
Category C: Other scholarly activity - 0 points

Summary of recommended point count

	<i>by candidate</i>	<i>by departmental P & T committee</i>	<i>by department head</i>
Category A	<u>25 (67.5)</u>	_____	
Category B	<u>10 (81)</u>	_____	
Category C	*****	*****	*****
Total	<u>35 (148.5)</u>	_____	

Overages in parentheses will all become plus signs + as per the Dean's wishes.