

Michigan Philosophy News



*for friends, alumni, and alumnae
of the Department of Philosophy,
The University of Michigan, Ann Arbor
Fall, 1996*

Dear Friends of the Department:

It is exhilarating to be writing from our renovated quarters in Angell Hall, after a two year relocation at the corner of Hoover and Greene Streets, on South Campus. Though our temporary facilities at the Administrative Services Building were serviceable, the two years off central campus took their toll. Hoover and Greene was not a viable destination for undergraduates. We maintained an Angell Hall "hub," but the scheduled office hours in a shared space were inhospitable to informal interactions with students. The overwhelming majority of our concentrators will not have visited the Department's main office, lounge, or Tanner Library, until this fall. Similarly, we have two classes of graduate students who have spent their careers at Michigan isolated from the central campus area. During our relocation, a number of faculty and many graduate students opted to work at home or more central locations. The maze of narrow corridors at Hoover and Greene greatly reduced collegial interaction even for those who chose to work there. All this changed, in the short space of the second week of July, when the Department returned to Angell. I have been amazed by the number of spontaneous meetings with undergraduates — even in mid-summer —, and by the increase in contact among faculty and graduate students, fostered by our spacious quarters, with a single central corridor, in Angell Hall.

We expect our Angell Hall facilities to serve as a magnet for informal discussion among undergraduates, graduate students, and faculty alike. We intend to schedule as many classes as possible within the Department's space. This should help draw students to our common areas — such as the Lounge (2240 Angell) a short way down the hall, and the Tanner Philosophical Library (1171) — and increase undergraduates' sense of intellectual community and place. A Meeting Room (2271), overlooking State Street, at the northwest corner of the second floor, will accommodate classes of twenty-five students. The seating around the perimeter of tables laid out in a rectangle should be much more welcoming than standard classrooms equipped with fixed rows of desks. Most advanced undergraduate/lower level graduate (400-level) courses, some faculty sections of core courses for concentrators, and Honors Introduction to Philosophy, will be scheduled in the Meeting Room. Smaller seminars, including undergraduate seminars (401 and 402), will meet in a first floor Seminar Room (1164). The Seminar Room will also serve as a

Library Annex, housing a portion of a growing Tanner Library collection. The first floor also has a new room (1156) for undergraduates to meet with graduate student instructors. A new graduate workspace eliminates double-decked workstations; there is a small computer room nearby. A kitchenette has been added to the Department's lounge. The new building air conditioning proved an attraction in the summer. We are grateful to LS&A for providing additional space for the Department, and for helping us to outfit new rooms.

Beyond the changes in Philosophy's facilities, there are changes in our neighborhood. Classical Studies is still to the south; however, Mathematics has moved from the third and fourth floors of Angell Hall to a new home in East Hall. English Language and Literature will move into Math's former quarters, once their renovation is complete. The Mason/Angell/Haven complex now includes an entire new building — temporarily called "The Humanities Building" —, which will house portions of Classics, Comparative Literature, English, and History. These changes are but a part of an extensive construction program in the central campus area in recent years. Though it will take some time for us to become fully settled in the Department's new quarters, we encourage graduates and friends to visit when they are in the area.

We continue to receive generous support from our graduates. As readers of *MPN* know, in recent years Marshall Weinberg (B.A., '50) has generously enhanced the Endowment for the William K. Frankena and Charles L. Stevenson Prizes, which he established in 1991. I am pleased to report that in 1995 Mr. Weinberg established, in addition, the Marshall M. Weinberg Endowment for Philosophy. In the first instance, income from the new Endowment will be used to fund summer fellowships for graduate students. Financial competition for the best graduate students has become keen, and this is an area where we have needed help. It is rare to find donors who appreciate the importance of graduate education in the humanities. Marshall spent a year in the graduate program in philosophy at Harvard, where he studied with Philipp Frank, C. I. Lewis, and Harry Wolfson. We are grateful to Marshall for his continuing support. Elsewhere in this letter, I provide details in regard to recent recipients of Prizes and Fellowships he has endowed.

The Department has also received the final installment of a gift to the Obert C. Tanner Philosophy Endowment from the

Tanner Charitable Trust. As I reported last year, these additions to the Tanner Endowment, in combination with College funds, have enabled us to refurbish and update the existing Library rooms, and to upgrade the new Seminar Room/Library Annex across the hall, beyond baseline plans for the renovation. We again thank The Reverend Carolyn Tanner Irish (who received her B.A. in Philosophy from Michigan in 1962), Chair of the Board of the Trust, for this generous gift. The late Obert Clark Tanner, and Grace Adams Tanner, provided funds to establish the Tanner Philosophical Library in Angell Hall in 1970. The recent contributions insure our enjoyment of this marvelous resource for the next quarter century.

Ultimately, we best repay our donors and contributors with a sense of satisfaction in the quality of our faculty and undergraduate and graduate programs. The results of the 1993 National Research Council National Survey of Graduate Faculty were released last fall. In the Relative Rankings of Research-Doctorate Programs in Philosophy, Michigan ranked seventh in scholarly quality of program faculty (sixth based on responses from faculty at institutions with top-rated programs), and seventh in program effectiveness in educating research scholars. (I put to the side Pittsburgh's program in the History and Philosophy of Science.) Though such ratings are reassuring, they cannot do justice to the distinctive strengths of individual programs.

The past year brought reminders of some of those strengths at Michigan. Allan Gibbard was invited to accept election to the White's Professorship of Moral Philosophy at Oxford University. The Professorship becomes vacant this fall, upon the retirement of Bernard Williams. The White's Chair, founded in 1621, is one of Oxford's oldest professorships. We are delighted for Allan that he received this extraordinary recognition, and fortunate that he decided to remain at Michigan.

Also this year, Larry Sklar was elected a Fellow of the American Academy of Arts and Sciences, and awarded the Lakatos Prize in Philosophy of Science for his *Physics and Chance* (Cambridge, 1993), which treats the bewildering conceptual problems that arise in connection with statistical mechanics. Larry has also been invited to be the John Locke Lecturer at Oxford for 1997-98. In other external recognitions, David Velleman was awarded both National Endowment for the Humanities and Guggenheim Fellowships, for research on the connection between personal identity and the good life. Ian Rumfitt was awarded a National Humanities Center Fellowship, for research on the development of Frege's philosophy of language.

A number of faculty received University recognitions. Kendall Walton was appointed James B. and Grace J. Nelson Professor of Philosophy. The Professorship, funded by the Nelson Endowment for the Teaching of Philosophy, is awarded to "a person of outstanding reputation for learning and teaching ability" in philosophy. Ken's *Mimesis as Make-Believe: Foundations of the Representational Arts* (Harvard, 1990) has rapidly won wide recognition for its subtle and detailed development of an innovative theory of the representational arts, such as pictures, sculpture, and fictional novels, plays, and films. In addition to its impact on philosophical aesthetics, *Mimesis* has been influential in academic and professional arts communities. Ken is currently

at work on a book on the philosophy of music. (Offerings of his recently introduced 400-level course on this topic, cross-listed, with the School of Music, have been over-subscribed.)

Stephen Darwall received a University Humanities Award, which provides released time for research. The Award will support Steve's work on a book on the rise of modern ethics, a volume in the *Evolution of Modern Philosophy* series for Cambridge University Press. Edwin Curley received an LS&A Research Excellence Award, in recognition of Ed's recent work on seventeenth century philosophy of religion and political philosophy, especially Spinoza's reaction to Hobbes, and Hobbes' philosophy in its own right. Finally, Ian Rumfitt received an LS&A Excellence in Education Award. Ian has a knack for engaging undergraduates, even in our most challenging courses.

In other faculty news, Donald Munro has retired from active faculty status, and been named Emeritus Professor of Philosophy and of Chinese. Don received his A.B. degree (1953) in Philosophy from Harvard, and his Ph.D. degree (1964) in Chinese and Japanese from Columbia. He joined the Philosophy Department at Michigan in 1964, and held a joint appointment with Asian Languages and Cultures beginning in 1991. He served as Interim Chair (1993-94) and Chair (1994-95) of ALC, and was a member of the College Executive Committee (1986-89). One of the world's leading specialists in Chinese philosophy, Don has published a major trilogy of books — *The Concept of Man in Early China* (1969), *The Concept of Man in Contemporary China* (1977), and *Images of Human Nature: A Sung Portrait* (1988). A recipient of ACLS, Ford Foundation, Guggenheim, Rockefeller, and Social Science Research Council Fellowships, his research and teaching has been highly interdisciplinary, linking philosophy with art and literature and the social sciences.

Don cared deeply about undergraduate education, and designed a magnificent training and evaluation program for the Department's graduate student instructors. Don was a founder and original coordinator for China's Evolution Under Communism, a course cross-listed in Asian Studies, Philosophy, Political Science, and Sociology. He has had an enormous impact on Chinese Philosophy through the training of graduate students; Philosophy Ph.D.'s he has supervised hold positions at Davidson (Philosophy), Hong Kong (Philosophy), Indiana at Bloomington (East Asian Languages and Culture), Vermont (Philosophy), and Connecticut Wesleyan (Philosophy and East Asian Studies), among others. Don continues to work with a number of graduate students who will be completing their degrees in the near future. The Department is expanding its Tanner Library collection of volumes in Asian Philosophy in Don's honor.

It is with great regret that I report that Ruth Millikan has resigned to return to the University of Connecticut, beginning this academic year. Ruth's account of the biological notion of proper functions and its applications in philosophy of mind and philosophy of language has had wide influence. In the two years that she was half-time at Michigan, Ruth contributed much to intellectual life here, including the introduction of a 400-level course in Philosophy of Biology. Her tenure with the Department was too short. We wish her well. We also say farewell to

Paul Franks, who was a Junior Fellow at the Society of Fellows during 1993-96. His courses at Michigan included Hegel, German idealism and romanticism, and Jewish philosophy. Beginning this Fall, Paul will be Assistant Professor of Philosophy at Indiana.

On a happier note, Dan Sperber will be returning for a second visiting appointment — joint with Law and Psychology — this Winter. Dan holds a permanent research professorship at the French Centre National de la Recherche Scientifique and at the CREA in Paris. His most recent book is *Explaining Culture: A Naturalistic Approach* (1996). He will be teaching a course in philosophy of language, and a seminar (with Heidi Feldman, of the Law School) on reason in human affairs.

There is much vitality in our undergraduate programs, notwithstanding the two years at Hoover and Greene. This May, Charles Hughson received the fifth William K. Frankena Prize for Excellence in the Undergraduate Program. Hughson will complete an Honors thesis in philosophy of language and philosophy of mind, as well as an Honors concentration in Mathematics, this year. Cody Gilmore, who received the Frankena Prize the year before, and begins graduate work in Philosophy at Princeton this fall, delivered a paper on Parfit on personal identity at the New England Undergraduate Philosophy Conference at Tufts. This was the second year in a row that one of our concentrators was on the Conference program, and the third consecutive year that concentrators here attended the Conference. Under the leadership of Zeno Lee, the Undergraduate Philosophy Club had an active year, meeting weekly. The Club also introduced a philosophy book exchange, and a new Department tee shirt.

Eight undergraduates completed Philosophy Honors theses during the 1995-96 academic year: Rob Davis, "How Human Freedom to Determine Character Affects Our Conceptions of Akrasia and Mental Illness"; Cody Gilmore, "Survival and Personal Identity"; Steve Graines, "Antoine Roquentin's Search: Sartre, Heidegger, and Camus"; Jacques Habra, "Kafka's Consciousness"; Bryan Lauer, "Human Natures, Moral Animals: Friedrich Nietzsche as Evolutionary Philosopher"; Chris McCleary, "Moral Realism Examined"; James O'Doherty, "The Problem of Friendship"; and Bill Plevan, "Maimonides and Religious Pluralism." We congratulate these graduates on their accomplishments, and also thank those who served as their faculty supervisors — Frithjof Bergmann, Linda Brakel (Clinical Assistant Professor of Psychiatry), Ed Curley, Steve Darwall, Paul Franks, David Hills, Eric Lormand, Phyllis Morris (who was Visiting Professor of Philosophy), Peter Railton, Don Regan, and David Velleman.

Since the early 1980's, we have been increasing faculty presence in introductory courses. We are adding three such courses this coming academic year. A faculty-taught Introduction to Symbolic Logic (Philosophy 303) will replace a course by the same name previously taught by graduate students. In addition, Larry Sklar will offer The Worldview of Modern Science (320), and Eric Lormand will offer Mind, Matter, and Machines (340). Philosophy 320 is intended to appeal to students with interests in physics, science, and engineering; 340 should be

of special interest to students with backgrounds in psychology, cognitive science, and computer science. None of the three courses carries a prerequisite.

Graduate students, as well as faculty, have an enormous impact on undergraduate education. Last April, we awarded the John Dewey Prize for graduate student excellence in undergraduate instruction to Jeffery Allen. Jeff has developed a highly successful method of teaching informal logic, asking students to critique arguments that appear in contemporary political and moral discussion. At the same ceremony, we awarded the Stevenson Prize for Excellence in the Graduate Program to James Woodbridge. James, who holds an Andrew W. Mellon Predoctoral Fellowship this year, works on naturalistic interpretations of the nature of truth. Nadeem Hussain and Krista Lawlor have been awarded Rackham Predoctoral Fellowships. Nadeem (who received the Dewey Prize the year before last) is working on Nietzsche's account of the status of values; he declined the Predoc in favor of a Charlotte Newcombe Fellowship. Krista is working on the role of perception in our appreciation of music.

The job market for students completing the Ph.D. remains harsh. Of five Michigan Ph.D.'s seeking placement last year, only one was on the market for the first time. Two of the five received tenure-track positions — Daniel Jacobson at College of Charleston, and David Sobel at Bowling Green State University. As I wrote last year, the students who are not being placed in tenure-track positions are excellent teachers and researchers. We are making every effort to offer up to two terms of half-time teaching (as Visiting Assistant Professors) to our own Ph.D.'s who are not initially successful in seeking an academic position.

In addition, we are trying better to support our continuing graduate students. We committed funds to a program of summer fellowships following the second year of full-time study. (Weinberg Summer Fellowships, supported by the new Weinberg Endowment for Philosophy, were awarded to Karen Bennett and Craig Duncan for last summer.) In addition, we committed funds to a program of travel grants for professional development for our graduate students. Recognizing these and other efforts, this year Rackham selected Philosophy as a recipient of both Mellon Foundation and Rackham summer fellowship funds. The Mellon Fellowship program seeks to stimulate the achievement of candidacy within three years and the completion of the Ph.D. within six years. The Department is proud to have been selected as a participant.

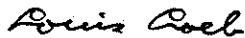
For the fifth consecutive year, graduate students both organized the annual spring colloquium (our fifteenth) and served as commentators. The topic was "Science, Scientists and the Philosophy of Science," with talks by John Dupré (Stanford), Miriam Solomon (Temple), and George Wilson (Ohio State). The commentators were Richard Schoonhoven (on Dupré), Jitendra Subramanyam (on Wilson), and James Woodbridge (on Solomon). Their contributions were central to the overall success of the program. We are grateful to James and Michael Weber for organizing a highly successful weekend.

Our Nelson Philosophers-in-Residence were Christine Korsgaard (Harvard) — who returned to complete a two-part visit — in the Fall, and Donald Davidson (Berkeley) in the

Winter. Philosophers-in-Residence deliver a public lecture, give two seminars, and meet with students and faculty. Other speakers during the year included Susan Haack (Miami), Robert Nozick (Harvard), Paul Woodruff (Texas), and Allen Wood (Cornell). The year saw informal discussion groups on aesthetics (organized by David Hills and Ken Walton), Aristotle (Stephen Everson), Spinoza (Ed Curley), medieval philosophy (Nadeem Hussain and Manyul Im), and mind and language (Eric Lormand). Allan Gibbard offered a faculty colloquium, and Ruth Millikan a colloquium for faculty and graduate students.

Our custom has been to include a substantive philosophical article in each issue of *Michigan Philosophy News*. This year, we include instead "Computing in Philosophy," by David Velleman. For a number of years, David has provided oversight of the Department's computer technology; last year he mounted the Department's World Wide Web home page. He has also developed a highly successful computer-assisted course in introductory logic. Within the University, David has contributed widely to thinking about information technology, as a member of the Provost's Ad Hoc Committee on the Future of the University Library and the Vice-President's Task Force on Research Computing. He was also a representative to the CIC/Big Ten's Provost's Symposium on Instructional Technology. In his article, David reviews instructional computing, research computing, and philosophy resources on the Web, and calls attention to policy issues that informational technology raises for the academy.

Sincerely,



Louis E. Loeb,
Chair

COMPUTING IN PHILOSOPHY

In the fall of 1995, the Department of Philosophy made its debut on the World Wide Web, at <http://www.umich.edu/~philos>, where visitors can find information about the Department's faculty, courses, facilities, and programs of study. Since then, roughly 5,000 people have accessed the Department's home page, some from as near as UM residence halls, others from as far as Taiwan, South Africa, or Chile, as indicated by the return addresses on their postings to the online "guestbook."

The Department's entry into the Web is the latest step in a process of computerization that began more than a decade ago. In the early 1980's, no one in the Department was using Michigan's time-sharing system (MTS), which provided access to the University's mainframe computer, and only one or two members of the Department were using personal computers. Information was processed mainly by typewriter, telephone, and old-fashioned, face-to-face talk.

Since then the Department has undergone at least two technological revolutions. First came the widespread use of personal computers, which also served as terminals for access to

MTS, whose e-mail facilities became a mainstay of campus communication. Much of the Department's administrative work was soon being handled by e-mail, and students began to ask questions of their instructors online, either by e-mail or in electronic conferences associated with their courses.

The second revolution was the replacement of MTS by distributed computing—a network of independent host computers offering a variety of services, to which desktop computers are linked by a fiber-optic network (on campus) or telephone lines (off campus). By running various "client" software programs, the user's personal computer can interact with different hosts that provide e-mail, conferencing, directory services, administrative data (such as current course enrollments), and a gateway to the wider world of the Internet.

In following sections, I'll outline some of the ways in which computing has changed the teaching and practice of philosophy. After describing how computers are used in our Department, I'll discuss ways in which you can stay in touch with philosophy over the Internet.

Instructional Computing

The teaching of philosophy has not changed dramatically in the computer age, but it has gained some valuable new tools. And with the advent of the World Wide Web, the pace of change is accelerating.

Communications

The greatest change that computing has brought to higher education is by now old news. The advent of electronic mail gave students individual access to their instructors outside the confines of traditional classes and office hours. Faculty are now well accustomed to receiving e-mail about their last lecture or the next assignment, and such inquiries are usually answered within a day. Students still take advantage of office hours for extended discussion and tutoring, but straightforward questions can be handled more quickly online.

E-mail is not only for one-on-one communication. Instructors can ask the Information Technology Division of the University (ITD) to set up an electronic mailing list of the students enrolled in a course. A single message can then be addressed to the entire class. Some instructors use this capability to announce last-minute changes in assignments or to clarify issues between lectures. If one student's e-mail raises an especially good question, question and answer can be forwarded to everyone.

The next step beyond e-mail in student-faculty communication was the online conference, in which participants enter contributions that are accessible to all. Several instructors have run online conferences to accommodate spill-over from in-class discussions. Reaction to these conferences have been mixed, however, largely because the disparity between silent and vocal students seems to be even more pronounced online than in person.

The Web

Over the past year, the World Wide Web has greatly expanded an instructor's ability to disseminate course materials

online. In the past winter semester, seven courses in the Department had home pages, with links to lecture outlines, assignments and answer-sheets, supplementary readings, or relevant sites elsewhere on the Web.

Here are a few specific examples. The page for Contemporary Moral Problems, taught by Professor Stephen Darwall, offered links to sites around the world dealing with each of the issues covered in the course, including moral issues about race, gender, the environment, pornography, and abortion. (You can access these and other ethics links from Steve's home page — <http://www-personal.umich.edu/~sodarwall> — which has been named as one of the top 5% of Web pages in philosophy.) In my Introduction to Philosophy, I posted an outline on the Web before each lecture and then used a data projector to display the main headings in class. The outlines also contained links to a glossary of philosophical terms, so that students could review the relevant vocabulary before coming to lecture.

The Web is being used by graduate student instructors as well as faculty. In the section of Introduction to Logic taught by David Aman, exercises and answer keys were posted on the Web. Another GSI, Mika Manty, has developed hypertext lessons on "Understanding Skeptical Arguments" and "How to Write a Philosophy Paper" for his sections of introductory courses. (Mika's home page is <http://www-personal.umich.edu/~mmanty>).

Logic Software

When it comes to teaching formal logic, instructional computing can go beyond the delivery of text and pictures. Because computers are "logical engines," they can be programmed to construct or check truth tables, derivations, Venn diagrams, and other tools of logical analysis. A wide variety of software packages in logic are available for personal computers. Among the best programs are "HyperProof" and "Turing's World" by Jon Barwise and John Etchemendy. (For more information, visit <http://www-csli.stanford.edu/hp/Logic-software.html>.)

A few years ago, our Department began to experiment with its own logic software, written in HyperCard for Macintosh computers. Our aims were to free instructors from routine grading, so that they could spend more time on students' difficulties; to accommodate differences in ability with self-paced exercises; and to liven up the subject with interactive demonstrations of logical concepts on the screen.

The result was a paperless course, in which the graded work consists entirely of computer exercises, and the only "textbook" is a set of online lecture notes and tutorials. The class meets twice a week for lectures, which are illustrated by the computerized materials projected onto a large screen. Students can then access the same materials during their online work sessions. The instructional file-server on the campus network maintains a record of each student's progress through the exercises, so that the student begins each session where the last one left off. The grading algorithm is designed to reward improvement through practice rather than penalize mistakes.

Student response to this course has been uneven, and the Department has not made it a regular feature of the curriculum.

The change of pace from traditional teaching methods is by and large popular with students, but other aspects of the course get mixed reviews. Some students make good use of the ability to set their own schedule and pace; others miss the structure of traditional written assignments. Many find the computer an entertaining source of instruction, but others come to regard it as an unsympathetic taskmaster. The greatest problem, perhaps, is the near impossibility of comparing the effectiveness of computerized and traditional instruction: virtually any instrument for assessing what students have learned will be biased in favor of one method or the other.

Computing in Research

In research as in teaching, the greatest changes have been due to simple and (by now) familiar computing tools — in this case, the word-processor. Unlike many scientists, who sit down to write only when their research is largely complete, philosophers write throughout their research, which is, after all, a matter of experimenting with what can be cogently argued. So when computers changed the way we write, they also changed the way we do philosophical research.

Computing has also changed the way philosophers use the library. The University Library's card catalog is now in storage, and the active catalog is online. Before walking over to the Library for a book, we can check from our desktops whether it has been charged out. A computerized version of the Tanner Library catalog has recently been completed and will go into service in the new academic year.

Tanner also has a CD ROM copy of *Philosopher's Index* — the published index to current philosophical literature — which can be searched on the Macintosh computer in Tanner or from any Macintosh connected to the campus AppleTalk network. When *Philosopher's Index* existed only in print, users had to search for citations to one year's literature at a time, using only one keyword at a time. Now they can perform searches on boolean combinations of keywords over the entire database, which spans several decades of literature.

Historians of philosophy also use search software on electronic texts of the philosophical works that they study, to help them locate every occurrence of crucial words and phrases. One of our historians, Professor Edwin Curley, has been engaged to edit electronic texts for the InteLex Corporation, whose *Modern Masters* series is the primary vendor of e-texts in philosophy.

Electronic resources in philosophy are not just accessible to professional philosophers, however. If you have access to the Internet, you can stay in touch with philosophy from your home or office computer.

Philosophy on the Web

A good place to start exploring philosophy resources on the Internet is the World Wide Web site of Tanner Library, developed by former librarian Pam Pavliscak and linked to our Departmental home page (<http://www.umich.edu/~philos/tanner.html>). Tanner's Web pages include links to electronic texts, electronic journals, and subject guides to philosophy on the

Web. The latter set of links will quickly connect you to more compendious listings of philosophy resources, such as Peter King's philosophy pages at Oxford University (http://users.ox.ac.uk/~worc0337/phil_index.html) or the Johns Hopkins philosophy pages (<http://www.jhu.edu/~phil/philhome.html>).

Unfortunately, many Web sites contain only links to other sites, which contain links to other sites, and so on. After visiting only a few of these sites, you can find yourself wondering, "Where's the beef?" My aim in this section will be to answer this question, by offering a few examples of sites with philosophical content. I won't attempt to provide an exhaustive guide to such sites, since I cannot hope to match the exhaustiveness or the timeliness of the subject guides mentioned above. I'll just offer a taste of what's available.

Electronic Texts

Many of the great works of philosophy are available on the Web. Of course, you would probably prefer curling up with a printed copy of Kant's *Critique of Pure Reason* to scrolling through all 1.2 megabytes on your screen. But accessing texts on the Web can have advantages — such as saving you a trip to the library or enabling you to search for words and phrases. Most Web browsers have a "Find" function, and some of the online archives offer more sophisticated searching capabilities via HTML forms.

One useful list of online texts in philosophy can be found on Carnegie Mellon University's English Server (<http://english-www.hss.cmu.edu/philosophy>). An example of an especially well-implemented collection is the Hume Archive (<http://www.utm.edu/departments/phil/hume.html>).

Of course, philosophy texts are only the tip of the e-text iceberg. Texts in all subjects and genres are available on the Web. Michigan's Humanities Text Initiative (HTI) is a leader in this field, although some of its resources are available only to users located on the UM campus. HTI's unrestricted resources can be found at <http://www.hti.umich.edu/all/unrestrict.html>.

Electronic Publications

There are now several journals publishing original philosophy on the Web. For example, the Electronic Journal of Analytic Philosophy (<http://www.phil.indiana.edu/ejap/ejap.html>) publishes regular issues, with articles and discussion pieces on a single topic. These papers will never appear in print: they are published exclusively on the Web.

EJAP looks like a printed journal in many respects. The "current issue" consists of a Contents page, with links to the papers contained in that issue. Of course, this layout, borrowed from print journals, is entirely optional within the online environment. There is no reason why electronically published articles have to be organized into collections and posted simultaneously.

A slight variation on the standard journal format can be found in the On-line Journal of Ethics (<http://condor.depaul.edu/ethics/ethg1.html>), where readers can submit comments on the published articles. For a further departure from the conventions of print, see the International Philosophical Preprint Exchange (<http://www.L.Chiba-U.ac.jp/IPPE.html>), which is run by Chiba

University in Japan. Here original papers in philosophy are listed by subject and posted as they are received. A more radical departure is the Chicago Philosophy Project (<http://csmaclab-www.uchicago.edu/philosophyProject/philos.html>), where small groups of philosophers engage in "conversations" that are posted online. Perhaps the leading edge is represented by a site reporting on a Conference entitled "Toward a Science of Consciousness," which was held in Tucson last April. This site includes not only abstracts and papers but also sound clips from some of the talks (<http://www.eu.arizona.edu/~uaextend/conferen/consc.html>).

The Web enables scholars to dispense not only with the constraints of print but with editors and publishers as well: on the Web, every individual is potentially his own publisher. Hence some philosophers now post copies of their work linked to their personal home pages. Among these self-publishers are Stanford's John Perry (<http://www-csli.Stanford.EDU/users/john>) and Princeton's Gilbert Harman (<http://www.cogsci.princeton.edu/~ghh>).

Perhaps the most exciting online publishing venture in philosophy is the *Stanford Encyclopedia of Philosophy* (<http://plato.stanford.edu>). Like printed encyclopedias, this work will contain articles written by various subject-area specialists and vetted by an editorial board. Unlike printed encyclopedias, however, the *Stanford Encyclopedia* will be continually in flux, since the entries will be updated online in response to new developments or feedback from readers. Only a few sample articles are currently available, but a there is complete list of proposed subject headings.

Online Courses and Discussion

A few philosophers are experimenting with online instruction on the Web. Some "courses" require readings in printed texts and participation in discussion via e-mail. Others post readings on the Web and offer a "chat" site to which students log on via telnet. A short list of current courses is available at the Web site of the American Philosophical Association (<http://www.oxy.edu/apa/courses.html>). For more information about real-time chat on the Internet, visit <http://www.bris.ac.uk/Depts/Philosophy/VL/talk.html>.

An interesting new site for philosophical discussion is the Philosophy For Children Server (<http://www.deakin.edu.au:80/arts/SSI/PStud/p4c.html>). This site offers downloadable client software that enables children to participate in real-time discussion.

Online Bibliographies

For a rich guide to print and electronic resources in ethics, visit Ethics Updates: <http://www.acusd.edu/ethics>. David Chalmers offers a bibliography of roughly 1800 works in philosophy of mind: <http://www.artsci.wustl.edu/~chalmers/biblio.html>. The Collaborative Bibliography of Women in Philosophy is a database of over 8,000 items: <http://billyboy.ius.indiana.edu/WomeninPhilosophy/WomeninPhilo.html>.

Philosophical Fun

Play the Prisoners' Dilemma game interactively: <http://serendip.brynmawr.edu/~ann/pd.html>. View pictures of famous

philosophers: <http://watarts.uwaterloo.ca/PHIL/cpselle/Gallery/gallery.html>. Read *The Jean-Paul Sartre Cookbook*: http://www.unf.edu/students/mlaska/sartre_c.html.

Miscellaneous

The American Philosophical Association:
<http://www.oxy.edu/apa/apa.html>

The American Society for Aesthetics:
<http://www.indiana.edu:80/~asani/asa/asa-info.html>

The *Times Higher Education Supplement* Internet Service:
<http://thesis.newsint.co.uk>

InteLex Corporation, vendor of electronic texts:
<http://www.nlx.com>

Mailing Lists and Newsgroups

There is online philosophical activity beyond the World Wide Web. Philosophers disseminate and receive news, and can even carry on some discussion, via automated mailing lists, which re-post electronic messages to subscribers. A long catalog of mailing lists, with instructions for how to subscribe, can be found on the Web at <http://www.calpoly.edu/~dhoracek/lists.html>. You needn't have access to the Web in order to participate, however: all you need is an electronic mailbox. Here are a few mailing lists that may be of interest:

PHILOSOP: A large mailing list for anyone interested in philosophy. To subscribe, send an electronic message saying simply SUBSCRIBE PHILOSOP to MAJORDOMO@MAJORDOMO.SRV.UALBERTA.CA.

HUMGRAD: A list for postgraduates in the Humanities. Send the message JOIN HUMGRAD <Your Name> to MAILBASE@MAILBASE.AC.UK.

SWIP-L: The mailing list of the Society for Women in Philosophy. The list is also open to non-members interested in feminist philosophy. Send the message SUBSCRIBE SWIP-L <Your Name> to LISTSERV@CFRVM.CFR.USF.EDU.

Finally, there are many USENET newsgroups devoted to philosophical discussion. Examples include:

alt.atheism
alt.atheism.moderated
sci.logic
sci.philosophy.meta
sci.philosophy.tech
talk.philosophy.misc

Issues for Debate

Information technology has raised many new questions of ethics and policy for the academy. Here is just a sampling of issues currently under debate.

Pornography, Hate Speech, and Censorship

Some students at Michigan have used University computing facilities to circulate material that is offensive in various ways. Those who once scrawled pornographic or racist messages on bathroom walls can now post them on the Internet for the whole world to see, using workstations and networks provided to them by the University. The University is still wrestling with the

question of how, and to what extent, the use of its computing facilities should be policed. Should a stricter standard be applied to electronic communications than to speech on the Diag?

Several controversial cases have fueled this debate in recent years. In one case, an undergraduate posted violent sexual fantasies on an Internet newsgroup, using the real name of a fellow student for his imagined victim. This student was expelled from the University, but criminal charges against him were dismissed before coming to trial. In another case, an unknown hacker stole the ID and password of a University student and circulated virulently racist material in that student's name. The President of the University ultimately issued an apology for this material, even though the perpetrator may not have been associated with the University.

The Privacy of Electronic Communications

The University has been the target of several lawsuits by individuals seeking to obtain copies of electronic mail and conferences under State and Federal Freedom of Information Acts. Users of e-mail tend to regard it as ephemeral, and hence to "speak" as freely in electronic correspondence as they do on the telephone. But copies of electronic messages may remain in existence on backup disks or tapes for years, long after they have been deleted from the recipient's mailbox. Plaintiffs have argued that archived correspondence between University employees constitute "records" of the University, recoverable under State or Federal law.

These lawsuits, some of which are still underway, have moved the University to change its practices for backing up electronic mail systems. But they have also moved users to be more circumspect about e-mail, in the knowledge that what's said online may not be entirely confidential.

Distance Learning

The University of Michigan, like many other public universities, is exploring the possibility of delivering instruction to students at remote locations by technological means, including two-way television hookups and multi-media computer software. Some envision an international student body in the hundreds of thousands, sending tuition dollars to Ann Arbor and receiving degrees without ever setting foot on the Diag.

Most members of the Philosophy Department remain skeptical, to say the least. Distance learning may indeed be feasible in those academic programs which provide mainly information and training, such as programs of continuing education for professionals. Physicians, accountants, and engineers may be able to update their knowledge and skills with instruction delivered online. But philosophers are primarily engaged, not in informing or training, but in educating — a process of cultivating intellectual and personal growth. And we tend to believe that a liberal education will always require human contact and participation in a real (rather than virtual) academic community.

J. David Velleman
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