

Curriculum Vitae of  
**Christopher P. Martin**

University of Toledo  
Philosophy & Religious Studies  
4660 University Hall  
Toledo, OH 43606-3390

3552 Boulder Ridge Drive  
Maumee, OH 43537  
(920) 764-1614  
christopher.martin5@utoledo.edu

#### EDUCATION

- 2002 - 2007      **Purdue University** – Ph.D., Philosophy  
Dissertation: *Spinoza's Individuals*
- 2000 - 2002      **Michigan State University** – M.A., Philosophy  
Thesis: *Independent Universals*
- 1995 - 1999      **Mary Washington College** – B.A. *magna cum laude*, Philosophy, with Honors  
Thesis: *Spinoza's Attributes as Heuristic Devices*

#### ACADEMIC APPOINTMENTS

- 2018 – Present      Associate Professor of Philosophy, University of Toledo  
Visiting Associate Professor, 2018-2020
- 2019 – 2020      Director, Roger Ray Institute for the Humanities, University of Toledo
- 2017 – 2018      Chair of Humanities, University of Wisconsin, Green Bay
- 2014 – 2016      Philosophy Program Chair, University of Wisconsin, Green Bay
- 2013 – 2018      Associate Professor of Humanities and Philosophy, University of Wisconsin, Green Bay
- 2007 – 2013      Assistant Professor of Humanities and Philosophy, University of Wisconsin, Green Bay

**AREAS OF SPECIALIZATION:** Early Modern Philosophy, Ancient Greek Philosophy

**AREAS OF COMPETENCE:** Metaphysics, Ethics, Interdisciplinary Studies & Experiential Learning

**LANGUAGES:** Latin, Classical Greek

#### PUBLICATIONS

- “Spinoza’s Contributions to Descartes’s Ontological Argument,” *Faith and Philosophy*, forthcoming.
- *Spinoza’s Argument for Substance Monism: Why there is Only One Thing*, Lexington Press, December, 2023.
- “Aristotle, Spinoza, and Burnside on Infinite Space,” *Southwest Philosophical Review*, 39 (2023): 23-26.  
<https://doi.org/10.5840/swphilreview202339234>
- “Spinoza on ‘form’,” in *Cambridge Spinoza Lexicon*, edited by Karolina Hübner and Justin Steinberg, Cambridge University Press, forthcoming.
- “The Substantial Essence in Spinoza’s Ontological Argument,” *Journal of the History of Philosophy* 58 (2020): 705-26.  
<https://doi.org/10.1353/hph.2020.0073>
- Review of *The Problem of Universals in Early Modern Philosophy*, edited by Steffano Di Bella and Tad Schmaltz. *Journal of the History of Philosophy* 56 (2018):754-755. <https://doi.org/10.1353/hph.2018.0081>
- “Spinoza’s Formal Mechanism,” *Pacific Philosophical Quarterly* 99 (2018): 151–181. <https://doi.org/10.1111/papq.12209>
- “Immanence and Causation in Spinoza,” in *Spinoza: Basic Concepts*, edited by Andre Santos Campos, 14-24. Exeter: Imprint Academic, 2015.

- Review of *Spinoza's Metaphysics of Substance and Thought*, by Yitzhak Melamed. *Journal of the History of Philosophy* 52 (2014): 377-378. <https://doi.org/10.1353/hph.2014.0045>
- "A New Challenge to the Necessitarian Reading of Spinoza," *Oxford Studies in Early Modern Philosophy*, vol. V, edited by Daniel Garber and Steven Nadler, 25-70. Oxford: Oxford University Press, 2010.
- "The Framework of Essences in Spinoza's *Ethics*," *British Journal for the History of Philosophy* 16 (2008): 489-509. <https://doi.org/10.1080/09608780802200489>
- "Spinoza and the Problem of Consciousness," *The Southern Journal of Philosophy* 45 (2007): 269-287. <https://doi.org/10.1111/j.2041-6962.2007.tb00052.x>
- Review of *The Courtier and the Heretic: Leibniz, Spinoza, and the Fate of God in the Modern World*, by Matthew Stewart. *Shofar* 25 (2007): 134-136. <https://doi.org/10.1353/sho.2007.0037>
- "Heidegger, Lao-Tzu, and Dasein," in *The Fractal Self*, edited by Douglas Shrader, 175-201. Binghamton: Oneonta Philosophy Studies, 2000.

#### UNDER REVIEW AND IN PROGRESS

- "Spinoza's Formal Essence"
- *Spinoza's Ontology of Essences and Individuals*

#### ADMINISTRATIVE APPOINTMENTS

##### **Director, Roger Ray Institute for the Humanities, University of Toledo, 2019—21**

- I was selected to serve as Director because of my experience with Public Humanities and desire to strengthen the connection between the University of Toledo and our surrounding communities. I am working closely with the Catherine S. Eberly Center for Women to organize events around the anniversary of the 19<sup>th</sup> amendment. I am also organizing several Humanities Cafés, where leading Humanities scholars at UT lead a discussion on some public facing event for community members. [postponed due to covid and budget]

##### **University of Toledo Leadership Institute, 2019—20**

- UTLI is a yearlong program designed to educate twenty members of the UT community who are in or interested in leadership positions within or outside their program or college. We meet monthly to discuss, for instance, public policy and our affiliation with the state, campus budgets, diversity and inclusivity, emotional intelligence, and pathways through different leadership roles up to and including Provost and President.

##### **Humanities Chair, University of Wisconsin, Green Bay, 2017—18**

- Oversee 35 tenure-line faculty, lecturers, and ad-hoc instructors in the Humanities interdisciplinary program as well as each of the programs that fall within it (English, First Nations Studies, History, Modern Languages, and Philosophy) and serve as liaison between these programs and University administration; advocate for faculty and staff. I also balance and allocate the budget for expenses and faculty development, conduct annual program assessment and 5-year program reviews, coordinate and complete promotion, annual, merit, and post-tenure reviews, as well as contract renewals; run unit meetings, facilitate and supervise curricular innovation, development, and redesign (including changes to existing and creation of future minor, major and emphasis tracks within Humanities); and support instructional development and foster faculty involvement in online, institutional, and system teaching fellowships.

##### **University Planning and Innovation Council, University of Wisconsin, Green Bay, 2014—16**

- UPIC consisted of an uncommonly committed group of faculty, administrative, and staff innovators who collaborated closely with university governance, the Chancellor, and senior leadership to envision and invent the future of UW-Green Bay. Our first year of work consisted largely of creative ways to grapple with the proposed \$6 million UW

budget cut alongside an enrollment shortfall. In our second year we analyzed the promise of possible program alterations, development, and growth. <http://www.uwgb.edu/chancellor/upic/charge.asp>

#### **Philosophy Program Chair, University of Wisconsin, Green Bay, 2014—16**

- Oversee program curriculum, advise students, construct timetable, and organize and serve as faculty mentor for undergraduate Philosophy Club. I also completed as Chair a thorough program review and assessment detailing the many department strengths and areas in need of improvement.

#### **Advising Task Force, University of Wisconsin, Green Bay, 2015—16**

- A collection of academic advisers, faculty, and staff tasked with better integrating the disparate Advising sectors of campus to better serve our students and better inform ourselves on various aspects of each student's progress. The university instituted most of our immediate and short-term objectives; long-term goals are still in progress.

#### **Chancellor's Council on Planning and Budget, University of Wisconsin, Green Bay, 2013—14**

- A precursor to the UPIC, this committee was tasked, with our former chancellor, of discussing and analyzing the university budget and program structure. We were heavily involved with the market analysis of UW-Green Bay salaries and workload expectations.

#### **Committee on Workload and Compensation, University of Wisconsin, Green Bay, 2011—16 (Chair 2013—14 and 2015—16)**

- A joint faculty & staff committee tasked with discussing and developing remedies for compensation and workload issues. We provided recommendations and feedback on pay-plan adjustments, merit pay, work hours and environments, salary compression and the like.

### **INSTITUTIONAL SERVICE**

#### **University Teaching Center Taskforce and Advisory Board, 2020-present**

- After a lengthy amount of research on other teaching centers and philosophies and drawing upon an extensive survey of UToledo faculty and administrators, this group constructed a proposal for a revamped Teaching Center structure, website, physical space and institutional, college, and department programming to foster a greater means of access to diversity training and various methods of pedagogical instruction.

#### **Equity Champions Pod Leader, Spring & Fall 2022**

- Equity Champions is a teaching-centered program designed to help instructors across the university (including tenure-line and tenured, lecturers, part-time instructors and graduate students) learn about, experiment with, and assess various equity measures in our courses. Participants meet in large groups (50-60 instructors) and in individual pods (10-12 instructors) each week. Pod leaders lead conversations on central topics in Equity, such as the role of belonging, wise feedback, equity gaps, growth mindset, etc., and help their pod participants to construct and evaluate strategies to improve equity in their classes. I also presented and led discussions on topics such as Belonging and Wise Feedback to the large group meetings.

#### **Course Design Institute, May and June 2022**

- Worked with other members of the Center for Excellence in Teaching and Learning (CETL) Advisory Board to design and implement the Institute, including creating a schedule, homework assignments, and materials to assist the participants. I led sessions on how learning works and transparency for the group.

#### **Student Success Summit, March 2022**

- Designed an Attuned Syllabus Language breakout session with Susanne Nonekowski and helped facilitate the whole group discussion that followed.

#### **New Faculty Orientation: Student-Centered Approaches to Teaching, August 2021**

- Led session for new faculty emphasizing the role of belonging (including ways to implement this, such as welcome letters, course materials, etc), transparency (introducing the ideas of purpose, task, and criteria) and growth mindset (what it is and ways to foster it in the course).

### **Equity Champion, Fall, 2021**

- Worked alongside a group of 9 other instructors in a dedicated dive into equity issues facing students. We met as a whole group (100 or so instructors) and in smaller pods of 8-10. We discussed and experimented with different teaching strategies, participated in a national survey, and held weekly meetings to discuss issues and our progress.

### **Exploratory Scholars, 2019-2020**

- Collaborated to design and implement a Learning Community program aiming to increase the retention and success for University College First-Year students. Sections of UC 1120, taught by a Success Coach, were aligned with an introductory course in another discipline, with each course having complimentary and reinforcing tasks and responsibilities. Each syllabus was also modeled on the best practices for first-year student success. Paired instructors met weekly to discuss the students and courses.

### **First-Year Experience Task Force, University of Toledo, 2018—20**

- Work with the Associate Provost for Student Success and nine other faculty members to revise existing courses into first-year seminars replete with tasks and assignments geared toward helping students understand and implement the best practices for success in college and after. We met throughout the summer and meet bi-weekly during the semester to discuss course and pedagogy design, successes and failures, and assessment. We expect to assess this year's courses and use the courses and data as a springboard for a permanent first-year experience program next Fall.

### **Gateway to Phirst-Year Success (GPS) Program, University of Wisconsin, Green Bay 2013—15 and 2017—18**

- The GPS Program provides a comprehensive year-long learning experience for historically underrepresented first year students (i.e., first generation, low income, and/or students of color). Each course, capped at twenty-five students, has a Faculty Mentor, a Peer Mentor, and an Academic Advisor (a GPS Team). GPS students take multiple courses together (a learning community), participate in mandatory weekly study sessions, academic self-efficacy workshops, meetings with faculty mentors and academic advisors, co-curricular opportunities, and a service—learning project. In the three years that I have served as a faculty mentor for this program, the retention rate and GPA of our underrepresented students exceeded significantly the retention rate and GPAs of their peers.

### **Assessment Working Group, University of Wisconsin, Green Bay, Fall 2017**

- Five faculty within the College of Arts, Humanities, and Social Sciences were selected to design a pilot model for a systematic, evidence-based method for assessing exemplary teaching. We ultimately proposed a model wherein faculty would select from one of five criteria (training, content, assessment processes, constructing syllabi, and student evaluation) and work through a model of self, peer, and student evaluation. Several programs are experimenting with our model, and we hope to make it available to the college as a whole within the year.

### **Integrating Undergraduate Research into the Curriculum, University of Wisconsin, Green Bay, May 28-29, 2015**

- Council of Undergraduate Research (CUR) Institute. We discussed different ways of integrating undergraduate research into campus curricula and completed a design wherein, in 2-4 years, each program will have one or more such initiatives. I have two for Philosophy that I would be happy to discuss further.

### **Sophomore Learning Community on Sustainability, University of Wisconsin, Green Bay, Fall 2013**

- A group of 25 students were enrolled in three courses focusing on sustainability through different disciplinary perspectives (Energy and Society, Business and Its Environment, and Environmental Ethics). The other two faculty members and I designed our readings, assignments, and discussions with a cross-disciplinary discussion in mind. The group met as a whole each Friday to discuss the intersections of that week's material. We also included hands-on learning experiences such as campus energy use assessments, visits to a local wind turbine operation, and a day-course at the Aldo Leopold Foundation in Baraboo, WI.

### **Faculty Senate Representative, University of Wisconsin, Green Bay 2009—13 (alternate for 2017—18)**

- Attend Senate meetings, circulate news and ideas, solicit feedback, and work with Senate and Senate committees to draft and advance legislation pertaining to university curriculum and program organization.

#### ACADEMIC PRESENTATIONS

- “Glenn Hartz on Leibniz vs Strawson on the problem of individuation,” Ohio Philosophical Association, April 29, 2023
- “Aristotle, Spinoza, and Burnside on Infinite Space,” Southwestern Philosophical Society, November 11, 2022.
- “Douglas on Moore’s Hands,” Ohio Philosophical Association, April 23, 2022.
- “Belonging, Transparency, and a Growth-Mindset in First-Year Philosophy Courses,” American Association of Philosophy Teachers 2021 Series: What We Teach,” June 23, 2021.
- “Spinoza’s Formal Essence,” Western e-vent in Early Modern Philosophy, June 4, 2020.
- “Spinoza on Essences and Their Comprehension in God,” North American Spinoza Society (at the American Philosophical Association: Central Division), February 29, 2020.
- “Spinoza’s Universal Human Essence,” Early Modern—Saint Louis Conference, May 4, 2019.
- “Spinoza’s Universal Human Essence,” Michigan State History of Philosophy Circle, April 6, 2019.
- “*Individuum, Existentia, and Potentia: Spinoza’s Recipe for Particulars*,” American Philosophical Association: Central Division, February 22, 2018.
- “Spinoza on Virtuous and Vicious Essences,” North American Spinoza Society (at the American Philosophical Association: Central Division), February 21, 2018.
- “*Individuum, Existentia, and Potentia: Spinoza’s Recipe for Particulars*,” Atlantic Canada Seminar in Early Modern Philosophy, August 3, 2017.
- “Spinoza’s Formal Mechanism.” Wisconsin Philosophical Association, April 29, 2017.
- “Spinoza’s Platonic Deity.” North American Spinoza Society (at the American Philosophical Association: Central Division), March 2, 2017.
- “Acosmism and Shadows of the Infinite,” Chicago Roundtable in Early Modern Philosophy, September 20, 2016.
- “Pugliese’s Account of Bodily Imagination,” American Philosophical Association: Central Division, March 3, 2016.
- “Spinoza’s Platonic Deity,” From Medieval to Modern National Endowment for the Humanities Summer Institute, July 10, 2015, Boulder, CO.
- “Spinoza’s Physics: An Excerpt on Causation,” Wisconsin Philosophical Association, April 4, 2014.
- “Parvizian and the Simplicity of Cartesian Virtues,” Wisconsin Philosophical Association, Oshkosh, WI, April 14, 2013.
- “Spinoza’s Chunky Clumps,” North American Spinoza Society (at the American Philosophical Association: Pacific Division), San Francisco, February 19, 2010.
- “Spinoza’s Chunky Clumps,” University of Wisconsin-Green Bay Faculty Forum, Spring, 2009.
- “Spinoza’s Definition of the Essence of a Thing,” American Philosophical Association: Central Division, April 21, 2007 (Graduate Student Travel Stipend).
- “Rethinking Spinoza’s Doctrine of Ideas of Ideas,” American Philosophical Association: Central Division, April 29, 2006 (Graduate Student Travel Stipend).
- “Rethinking Spinoza’s Doctrine of Ideas of Ideas,” Indiana Philosophical Association: Marian College, March, 2006 (Best Graduate Student Paper Award).
- “A Defense of the Ontological Identity of the Attributes,” North American Spinoza Society (at American Philosophical Association: Eastern Division), December 29, 2005.
- “Aristotle on the Relation between Practical and Contemplative Virtues,” Indiana Philosophical Association: Franklin College, March, 2005.
- “On Sinclair’s *Causa Sui* in Descartes, Spinoza, and Whitehead,” North American Spinoza Society (at American Philosophical Association: Central Division), April 23, 2005.

- “Armstrong’s Account of Instantiation.” Realist-Antirealist Society (at the American Philosophical Association: Central Division), April 20, 2002.

#### PROFESSIONAL PRESENTATIONS

- “Can we have Moral and Social Responsibility without Free Will?”, Roger Ray Institute for the Humanities, Humanities Café, Dec. 12, 2019
- Combat their Negative Tendencies: Free Will, Anger, and Aggression. Podcast for *All the Rage: The Science of Anger and Violence*, February 9, 2018. <https://soundcloud.com/alltheragepodcast/episode29>
- “Why you and I cannot be Real,” Philosophers’ Café, February 17, 2018.
- “Does Reality come in Degrees?” Philosophers’ Café, May 11, 2017.
- “Moral Foundations” and “From Foundation to Functionality,” American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), March 23, 2016 & American Society of Civil Engineers (ASCE) Annual Meeting, March 24, 2016. (I gave a similar presentation to ASHRAE on March 11, 2014 as well.)
- “Electrons are Fictional Entities: Anti-Realism in Science,” Philosophers’ Café, March 4, 2015.
- “Theological Implications of the Free Will Debate,” lay sermon for the Green Bay Unitarian Universalist Church, February 16, 2014.
- “What Socrates Taught Polus,” Office of Professional and Instructional Development (OPID) Annual Conference, Madison, WI, April 19, 2013.
- “The Illusion of Free Will,” Philosophers’ Cafe, February 13, 2014.
- “Have the Humanities Lost their Way?” Philosophers’ Café, February 7, 2013.
- “The Rational Structure of the Order of Things.” Invited presentation for the Natural and Applied Sciences Seminar series, UW-Green Bay, November 16, 2012.
- “The Ethics of Food,” Philosophers Café, November 10, 2011.
- “Philosophy through Dialogue,” President’s Summit on Teaching Excellence, Madison, April 14, 2011.
- “Leopold’s Land-Ethic,” inaugural Philosophers’ Café, September 16, 2010.
- “Creativity as Rational Explanation.” Creativity Symposium at Wake Forest University, March 18-21, 2009.

#### PEDAGOGICAL INITIATIVES AND AWARDS

##### **Transparency: Fostering Greater Student Opportunity and Growth, University of Toledo, January 30, 2019**

- I led a two-hour workshop for campus faculty on the history, findings, and promise of transparency in assignment, course, and curriculum design. We focused in particular on the potential for transparency-minded assignments to foster student belonging and success, for all students but in particular for underrepresented students. [http://utnews.utoledo.edu/index.php/01\\_16\\_2019/transparent-learning-topic-of-forum-jan-30](http://utnews.utoledo.edu/index.php/01_16_2019/transparent-learning-topic-of-forum-jan-30)

##### **Inclusivity Fellow, University of Wisconsin, Green Bay, 2017—18**

- The Inclusivity Fellows program is comprised of faculty and instructors dedicated to infusing inclusive materials within their classrooms, using diverse teaching methods to create an inclusive classroom environment, and learning more about implicit biases and stereotyping. Fellows, selected from across the university, meet once a month to discuss research on pedagogical ideas and strategies designed to foster greater cultural awareness and inclusivity within academic classrooms. The aim is for faculty leaders to become more culturally competent and to serve as a model for other teachers as well.

##### **University of Wisconsin, Green Bay Teaching Scholar, 2012—13**

- 6 UW-Green Bay faculty read and discussed books on college pedagogy and designed and implemented a Scholarship of Teaching and Learning project that we later presented to the university community. I presented “Philosophy through

Dialogue,” my study of how dialogue readings could improve student performance in introductory and mid-level Philosophy courses, at UW-Green Bay’s conference on teaching and learning in the Spring of 2013.

#### **Northeast Wisconsin Higher Education Alliance, University of Wisconsin, Green Bay, 2013—15**

- Met with representatives from each of the public institutions of higher learning in northeast Wisconsin on a month basis to hear lectures of the cultural and economic situations of our students, discuss partnerships, and plan an annual conference. I led the organizational committee for the Spring 2014 conference held at UW-Green Bay.

#### **General Education Council Teaching Enhancement Grant, University of Wisconsin, Green Bay**

- Awarded a \$1000 grant to enhance my Environmental Ethics course, which allowed me to pursue making it cross-disciplinary and to complete my certification as a Leopold Foundation Land-Ethic leader.

#### **Wisconsin Teaching Fellow, 2013—14**

- Selected by OPID (Office of Professional and Instructional Development) to represent UW Green Bay in their WTFS (Wisconsin Teaching Fellows and Scholars) year-long series of statewide meetings and discussions with representatives from each of the other UW institutions. After a summer ‘Faculty College’ we gathered for Fall, Winter, and Spring Workshops to learn and discuss different pedagogical research and methods. This culminated with a Scholarship of Teaching and Learning project (“What Socrates Taught Polus”) that was selected for presentation at the President’s Summit on Teaching Excellence.

#### **University of Wisconsin, Green Bay Student-nominated Teaching Award, 2010, 2011, & 2013**

- Nominated three times for the Outstanding Teacher Award by UW-Green Bay students. One faculty member is selected per year.

#### **FOCUS (First Year Opportunities and Connections for University of Wisconsin, Green Bay Students)**

##### **Registration & Resources Advisor, 2010–2015, 2017 & 2018**

- Assist incoming students with course and program registration, first-year resources, etc.

##### **FOCUS Teaching Award for First-Year Student Teaching, 2008, 2009, 2010 & 2012**

- First-year students select the teacher who best helped them to acclimate and succeed in their first year.

#### **ACADEMIC SERVICE**

- Referee for *Journal of the History of Philosophy*, *Journal of Modern Philosophy*, *Synthese*, *Syllabus*, and Broadview Press
- North American Spinoza Society Organizer for 2020 American Philosophical Association Central meeting
- Referee for The Freiburg Institute for Advanced Studies 19<sup>th</sup> Century European Philosophy Fellowship Program

#### **PROGRAM SERVICE**

##### **Philosophy Fora, University of Wisconsin, Green Bay**

- Philosophy Fora are public discussions where Philosophy faculty discuss interesting controversies alongside faculty from other departments in a public forum of university students and faculty. The discussions are lively, contentious, and participatory. I helped organize and participate in a Forum on The Nature of the Mind (Nov. 11, 2014) and another on Whether We Have Free Will (April 23, 2015). I also organized a Re-trial of Socrates and served as the ‘judge’ (March 30, 2016).

##### **Humanities Assessment Committee, University of Wisconsin, Green Bay Fall 2014 to Spring 2016 (Chair for 2014–15 academic year)**

- We designed an assessment strategy and rubric to measure the quality of student-writing in the various Humanities disciplines. Our report will inform future Humanities initiatives and was included in UW-Green Bay’s Higher Learning Commission accreditation (completed Spring 2017).

##### **The Humanities in 2020: Envisioning the Future, University of Wisconsin, Green Bay, Oct. 12, 2012**

- Five Humanities faculty (myself included) presented different conceptions of what the Humanities might look like in 2020 to the university community.

### **Curriculum and Major and Minor Revision, University of Wisconsin, Green Bay, Fall 2008—Fall 2009**

- I led a re-design of the Philosophy curriculum that better reflects contemporary classifications and topics.

### **Crandell-Daniels Scholarship Committee, University of Wisconsin, Green Bay, Spring 2012**

- Students in different HUS programs submit essays exploring the value of the Liberal Arts. This committee reads and discusses each essay and awards 3-5 \$200-\$500 scholarships.

### **Independent Studies, University of Wisconsin, Green Bay**

- I have led and overseen independent studies on neutral monism (Spring 2018), Modern Ethical Theory (Spring, 2015), Consciousness (Summer 2011), and Moral Theory (Spring 2010). Student-size has varied from 1-4 students per independent study.

## **COMMUNITY SERVICE**

### **Philosophers Café Director, University of Wisconsin, Green Bay, 2010—18**

- The Philosophers Café is a monthly public forum held at local coffee shops or pubs where community members engage in an open, friendly, and intellectual discussion on some topic as introduced and led by a faculty member with some specialization in the area. We typically have between 20 and 40 participants from across the Green Bay community, with an excellent array of presenters and topics (<http://www.uwgb.edu/philosophers-cafe/schedule.asp>). I am responsible for identifying discussion leaders, organizing the schedule and coordinating with local businesses to hold each month's café, advertising each Café, and maintaining a social media presence for the series. We have been featured on Wisconsin Public Radio.

### **Unitarian Universality Church Presentations (Lay Sermons)**

- Theological Implications of the Free Will Debate, Feb. 16, 2014
- The Origins of Religious Belief, January 13, 2009

### **Land-Ethic Leader, Summer 2013 to present**

- I participated in a multi-day course at the Aldo Leopold Foundation as part of their Land-Ethics Leaders program. Leaders present information and lead discussions in their communities on Aldo Leopold's land-ethic and its implications for today's social and economic landscape.

### **Community Book-Group, January, 2008**

- A reading group of older Jewish women asked me, because of my academic interests in Spinoza, to lead a discussion on Rebecca Goldstein's *Betraying Spinoza*, which they had recently read.

## **ACADEMIC FELLOWSHIPS, HONORS, AND AWARDS**

### **Research Council Grant-in-Aid-of-Research, Fall 2017**

- Awarded to provide funds to present "*Individuum, Existentia, and Potentia: Spinoza's Recipe for Particulars*" and "*Spinoza on Virtuous and Vicious Essences*" at the American Philosophical Association: Central Division annual meeting.

### **Research Council Grant-in-Aid-of-Research, Spring 2017**

- Awarded to provide funds to present "*Spinoza's Platonic Deity*" and "*Spinoza's Formal Mechanism*" at the American Philosophical Association and at the Wisconsin Philosophical Association meetings.

### **University Sabbatical, 2016—17**

- Awarded a 2016-17 research sabbatical. I worked on Spinoza's conception of particulars, his ontological argument, and read and researched background and specific portions for *Platonism in Spinoza*. I also explored several promising pedagogical initiatives that I am weaving into current courses.

### **From Medieval to Modern NEH (National Endowment for the Humanities) Summer Institute, July 2015**



- Selected as one of 20 philosophers to participate in a month-long institute in Boulder, CO. We had daily presentations, discussions, Latin, and breakout work meetings. Each participant also held an afternoon session presenting on their own work as it related to the Institute.

**Research Council Grant-in-Aid-of-Research, Spring 2016**

- Awarded to provide funds to present “Pugliese’s Account of Bodily Imagination” at the American Philosophical Association: Central Division annual meeting.

**General Education Council Teaching Enhancement Grant**

- Awarded a \$1000 grant to enhance my Environmental Ethics course, which allowed me to pursue making it cross-disciplinary and to complete my certification as a Leopold Foundation Land-Ethic leader.

**Research Council Scholarship, Spring 2012**

- Awarded a course-reassignment to work on “Individuality and the Metaphysics of Power”, which laid the groundwork for a more ambitious work on the intersection of Spinoza’s thinking about the reality of particulars.

**Wisconsin Humanities Council Grant for the Philosophers Café, 2011—12**

- Awarded a \$1,000 WHC grant to fund the 2011-12 Café series.

**Research Council Grant-in-Aid-of-Research, Spring 2010**

- Provided funds to support a trip to the American Philosophical Association meeting in San Francisco, CA to present “Spinoza’s Chunky Clumps.”

**Institute for Race and Ethnicity grant recipient for “Awakening to the Mind” reading seminar, Spring 2008**

- Awarded an \$800 grant to fund the book purchase and facilitation of a 12-member book group reading and meeting weekly to discuss a series of books related to Eastern Philosophy and the Mind.

**Fo Guang Shan Buddhist Monastic Life Program, 2006**

- One of 40 global participants selected to spend a summer as a Buddhist monastic at Fo Guang Shan, a Buddhist monastery and university in Kaohsiung, Taiwan. We assumed for the duration of our stay all of the precepts, practices, and rituals of a practicing monastic. It was as experiential as it was instructional, meaning that we spent many hours (days) in meditation and practice, but just as much time in study and intellectual pursuits.

**Purdue Research Foundation Dissertation Fellowship, 2006—07**

- Awarded a \$14,000 fellowship to complete my dissertation, Spinoza’s Individuals.