

1994 - 1998	U. of Sudbury (Laurentian U.), Sudbury, Ontario	Assistant Professor.
1994, winter,	Laurentian University, Sudbury, Ontario	Lecturer.
1990 - 94,	Glendon College, York U., Toronto, Ont.	Lecturer.
1989 - 91,	University of Toronto,	Course Director.
1986 - 90,	University of Toronto,	Teaching Assistant.

SCHOLARLY ACTIVITIES:

Book: *Infinite Regress Arguments*, Springer Publishers, 2010

http://www.amazon.com/Infinite-Regress-Arguments-Argumentation-Library/dp/9048133408/ref=sr_1_1?ie=UTF8&s=books&qid=1265246653&sr=1-1

Refereed Publications

“Student Beliefs That are Obstacles to Critical Thinking Dispositions and Motivations”, forthcoming in the refereed proceedings of the American Forensic Association / National Communication Association conference on Argumentation, August 2, 2003, Alta, Utah.

“Counterexamples by Possible Conjunction & the Sufficiency of Reasons” *Teaching Philosophy*, Vol. 26, No. 1, 2003, pp. 57-81.

“The dialogical and logical structure of a strategy to block certain vicious infinite regresses” in the refereed proceedings of the Fifth Conference of the International Society for the Study of Argumentation (ISSA), Amsterdam, June 27, 2002.

“Exploring the Logic of Counterexamples by Analogy and Informal Forms of Arguments”, in *Arguing Communication & Culture*, Volume 1, Thomas Goodnight ed. Washington D.C.: National Communication Association, 2002, pp. 326-334.

“Critical Thinking and Emotional Well-Being” *Inquiry: Critical Thinking Across the Disciplines*, Vol. 20, No. 3, 2001, pp.39-51.

“Common Pedagogical Weaknesses in Critical Thinking Textbooks and Courses”, *Manusya, Journal of Humanities* (Thailand), Special Issue, Cultural Implications of Critical Thinking, No. 1-2 (2001) pp.159-180.

“Counterexamples and Tacit Premises”, *Inquiry: Critical Thinking Across the Disciplines*, Vol. 20, No. 1 (2000) pp. 9-22.

“Counterexamples by Conjunctions and Counterexamples by Analogy: Some Overlooked Logically Significant Differences”, in *Argument at Century’s End: Reflecting on the Past and Envisioning the Future*, edited by Thomas A. Hollihan, Annandale, VA: National Communication Association, 2000, pp. 109-113.

“An Exorcism of an Evil Demon of Skepticism”, *Critica, Revista Hispanoamericana de Filosofia*, Vol. XXX, No. 89 (agosto, 1998) pp. 1-10.

“What is an Infinite Regress Argument?”, *Informal Logic*, Vol. 18, No. 2 & 3 (1996) pp. 203-224.

"Infinite Regresses of Recurring Problems and Responses", *Logique et Analyse* Vol. 37, No. 147-148 (1994) pp. 313-328.

"Circular Definitions, Circular Explanation, and Infinite Regresses", *Argumentation*, Vol. 8, No. 3 (1994) pp. 295-308.

"Letting and Making Death Happen: Morally Irrelevant Distinctions", *The Journal of Medical Humanities*, Vol. 11, No. 2 (1990) pp. 75-80.

Invited articles

"Advocacy and Rationing Are Compatible", with Margaret Keatings, *Healthcare Papers, New Model for the New Healthcare*, Vol. 2, No. 2 (2001) pp. 62-67.

Peer-reviewed publications

"Precision, Consistency, Implication, and Inference", *Thinking: The Journal of Philosophy for Children*, (2000) Vol. 15, No. 1, pp. 30-37.

"The Viciousness of Infinite Regresses" will be published this year in *Logic and Philosophy of Science*, Volume V of the Proceedings of the 2003 Istanbul World Congress by the Philosophical Society of Turkey, in Ankara, eds. Stephen Voss, for Berna Kılınc and Gürol Irzık. Forthcoming

Book in progress: *Critical Thinking*

Book reviews

Arguing to Better Conclusions. A Human Odyssey, W. Peter Robinson, *Argumentation*: Volume 23, Issue 2, 2009, pp. 291-292. [Reviewed by invitation]

Arguments about Arguments, Systematic, Critical and Historical Essays in Logical Theory, Maurice Finocchiaro, New York: Cambridge University Press, 2005. [Reviewed by invitation, forthcoming]

Cultivating Judgment A Sourcebook for Teaching Critical Thinking Across the Curriculum, John Nelson, Stillwater Oklahoma: New Forum, 2005. [Reviewed by invitation, forthcoming]

Thinking in Education, Matthew Lipman, Cambridge U.P., 2nd ed., 2003, *Informal Logic*, Vol. 24, No. 1, 2004, pp. 105-110. (Reviewed by invitation from the author.)

Argumentation, Analysis, Evaluation, Presentation, Frans van Eemeren, Rob Grootendorst, Francisca Snoeck Henkemans, *Argumentation*, Vol 18, No. 4 (2004) pp.489-494. (Reviewed by invitation from the editors.)

Five Ways of Saying "Therefore". Arguments, Proofs, Conditionals, Cause and Effect, Explanation, Richard L. Epstein, forthcoming in *Argumentation*, Vol. 18, No. 3 (2004) pp. 395-398. (Reviewed by invitation from the editors.)

L'argumentation, Christian Plantin, *Informal Logic*, Vol.19, Nos. 2 & 3 (1999) pp.226-230. (Reviewed by invitation from the editors.)

Science vs Pseudoscience, Nathan Aaseng, *The Ontario Skeptic*, Vol. 10, No.2, 1997.

Rhétorique, Chaim Perelman, *Informal Logic*, Vol.12, No. 2 (1990) pp.117-120.
(Reviewed by invitation from the editors.)

Eight short book reviews (invited by the editor of the anthology, Jean-Pierre Pichette) for the *Dictionnaire des écrits de l'Ontario français* (forthcoming):

La Nature du transfini. Thomas Greenwood. Ottawa, Les Éditions de l'Université d'Ottawa, 1946, 68 p., 17,5 x 25.5 cm.

La Philosophie sociale de Bergson. Sources et interprétation. Guy Lafrance. Ottawa, Éditions de l'Université d'Ottawa, «Philosophica» 3, 1974. 148 p. 15,5 x 23,5 cm.

La Sémantique des théories physiques. Jean Leroux. Ottawa, Éditions de l'Université d'Ottawa, «Philosophica» 34, [1988] xi-152 p. 15 x 23 cm.

Méthode et exégèse en histoire de la philosophie. Soutenance de Paris-Nanterre. Yvon Lafrance, Montréal, Éditions Bellamin, et Paris, Les-Belles Lettres, «Noësis», 1983, 133 p. 14 x 21,5 cm.

La Structure performative du langage juridique. Georges A. Legault, Montréal, Les Presses de l'Université de Montréal, 1977, 522 p. 15,5 x 23,5 cm. 522.

Pour interpréter Platon. La Ligne en République VI, 509d-511e. Bilan analytique des études (1804-1984). Yvon Lafrance, Montréal, Éditions Bellamin, «Collection Noësis», et Paris, Les-Belles Lettres, «Collection d'Études Anciennes», [1987; c1986]. 275 p. Index. 15 x 22,5.

La théorie platonicienne de la Doxa. Yvon Lafrance, Montréal, Éditions Bellamin, «Collection Noësis», et Paris, Les-Belles Lettres, «Collection d'Études Anciennes», 1981, 475 p. 14,5 x 22,5 cm.

Le Québec face à la formation morale. Georges-A. Legault, Luc Bégin, Université de Sherbrooke, Sherbrooke, Québec, «Cahiers de philosophie no.1», 1983, 186 p. 14 x 21,5 cm.

Psychanalyse d'hier de d'aujourd'hui comme thérapeutiques, sciences et philosophies. Introduction aux problèmes de psychologie des profondeurs. Henri Gratton o.m.i., Les Éditions du Cerf, Paris, 1955, 306 p. 13,5 x 22 cm.

Publications of papers presented at conferences

"The Overall Evaluation of Arguments: How Probable/Acceptable is a Conclusion Given the Evaluation of the Truth and Support of its Reasons?" was published in *The Uses of Argument, Proceedings of a Conference at McMaster University, 18-21 May 2005*.

"Counterexamples and Degrees of Support" at the International Symposium on Informal Logic organized by the Ontario Society for Studies in Argumentation in Windsor, May 15, 2003, on CD ROM.

“Pedagogical Weaknesses”, in the proceedings of the Ontario Society for the Study of Argumentation, University of Windsor, Windsor, Ontario May 17, 2001, on CD ROM.

“Comments on R. Fulkerson’s ‘Full-length Arguments’”, in the proceedings of the Ontario Society for the Study of Argumentation, University of Windsor, Windsor, Ontario, May 18, 2001, on CD ROM.

“Counterexamples by Conjunction, Tacit Assumptions and Tacit Premises”, *Proceedings of the 1st Tokyo Conference on Argumentation*, August, 2000, sponsored by the Japan Debate Association and the Research Institute of Educational Development, Tokai University.

(1) “Commentaries on ‘Empathy in argumentation’”, May 14th, 1999.

(2) “Commentaries on ‘Does an appeal to tradition rest on a mistake?’”, May 15th,

1999. C. W. Tindale, H. V. Hansen, and S. Raposo, eds. (CD Rom) *Argumentation at the Century's Turn*. St. Catharines, Ont.: OSSA, (to appear, 2000)

“Aristotle’s Use of Infinite Regress Arguments” in *Proceedings of the Fourth International Conference of the International Society for the Study of Argumentation*, eds Frans H. Eemeren, Rob Grootendorst, J. Anthony Blair, Charles A. Willard, Amsterdam, Netherlands: SIC SAT, 1999.

(1) "Infinite Regresses of Recurring Questions and Answers",

(2) "Commentary on Maged El Komos's 'Perelman as Educational Facilitator'", in *Argumentation & Rhetoric*, eds. Hans V. Hansen, Christopher W. Tindaly, Athena V. Colman, St. Catharines, Ontario: Ontario Society for Studies in Argumentation, Brock University, 1998. Note that this is a compact disc, ISBN 0-9683461-0-3.

"Vicious Infinite Regresses and the Inability to Complete Infinitely Many Tasks", in *Analysis and Evaluation*, (Amsterdam, Netherlands: International Centre for the Study of Argumentation) 1995, pp.39-45.

Papers presented at conferences

“The Overall Evaluation of Arguments: How Probable/Acceptable is a Conclusion Given the Evaluation of the Truth and Support of its Reasons?”, Institute for the Advancement of Philosophy for Children, 30th Anniversary Conference, Montclair State University, Nov. 9, 2004.

“Student Beliefs That are Obstacles to Critical Thinking Dispositions and Motivations” at the American Forensic Association / National Communication Association, August 2, 2003, Alta, Utah.

“Counterexamples and Degrees of Support” at the International Symposium on Informal Logic organized by the Ontario Society for Studies in Argumentation in Windsor, May 15, 2003.

“Counterexamples and Degrees of Support” in the Association for Informal Logic and Critical Thinking program at the APA Central Division in Cleveland, April 24, 2003.

“Student Beliefs that are Obstacles to Critical Thinking Dispositions and Motivation” in the Association for Informal Logic and Critical Thinking program at the APA Pacific Division in San Francisco, March 29, 2003.

“The dialogical and logical structure of a strategy to block certain vicious infinite regresses”, presented at the Fifth Conference of the International Society for the Study of Argumentation (ISSA), Amsterdam, June 27, 2002.

“Infusing Critical Thinking into the Curriculum” presented at the Vision for the Future 2002, Las Vegas, Nevada, March 2, 2002.

“Exploring the Logic of Counterexamples by Analogy and Informal Forms of Arguments”, presented at The Twelfth Speech Communication Association and American Forensic Association, Alta, Utah, August 2-5, 2001.

“Pedagogical Weaknesses”, presented at the Ontario Society for the Study of Argumentation, University of Windsor, Windsor, Ontario May 17, 2001.

“Comments on R. Fulkerson’s ‘Full-length Arguments’”, presented at the Ontario Society for the Study of Argumentation, University of Windsor, Windsor, Ontario, May 18, 2001.

“Commentary on Connie Missimer’s ‘What empirical evidence can be found for “reasonably deciding” as a heuristic?’”, presented at the American Philosophical Pacific Division Meeting, Association for Informal Logic and Critical Thinking, San Francisco, California, March 31, 2001.

“Critical Thinking Questions for the Information Generation” for the Vision 2001 Conference, Las Vegas, Feb. 3, 2001. This was a national conference on education. I presented to elementary and high school instructors of the gifted and talented program.

“A Formal Property of the Logic of Infinite Concatenating Regresses” presented at the 52nd Northwest Conference in Philosophy, Pacific University, Oregon Nov. 11, 2000.

“Counterexamples by Conjunction, Tacit Assumptions and Tacit Premises”, First Tokyo Conference on Argumentation, August, 2000, sponsored by the Japan Debate Association and the Research Institute of Educational Development, Tokai University.

“How to formulate Questions to Assess Thinking: An Integrative Approach”, July 25, 2000, 20th Annual International Conference on Critical Thinking and Educational Reform, Sonoma University, California.

“Counterexamples by Conjunctions and Counterexamples by Analogy: Some Overlooked Logically Significant Differences”, July 30th, 1999, Eleventh American Forensic Association / National Communication Association Conference on Argumentation, Alta, Utah.

(1) Commentaries on “Empathy in argumentation”, May 14th, 1999.

(2) Commentaries on “Does an appeal to tradition rest on a mistake?”, May 15th, 1999. The Ontario Society for the Study of Argumentation, Brock University, St. Catharines, Ontario.

“The Logic of Counterexamples by Conjunctions”, April 8th, 1999. UNLV Philosophical Forum.

“Counterexamples by Conjunctions and Degrees of Support”, April 2nd, 1999. Association for Informal Logic and Critical Thinking, American Philosophical Association, San Francisco, California.

Two presentations of “Critical Thinking and Language Teaching”, 12th National Creative and Inventive Thinking Skills Conference, Las Vegas, Nevada, October 23rd and 25th, 1998.

“The Infusion of Critical Thinking in the Teaching of Languages”, 18th Annual International Conference on Critical Thinking and Educational Reform, August 1998, Sonoma State University, California.

"Cognitive Behavior Therapy and Education", World Congress of Behavioral and Cognitive Therapy, Acapulco, July 21-26, 1998.

"Aristotle's Use of Infinite Regress Arguments", Fourth International Society for the Study of Argumentation Conference on Argumentation, Amsterdam, June 16-19, 1998.

"Commentaires sur *Coalescent Argumentation* de Michael Gilbert", Association canadienne de philosophie, Ottawa, May 27-30, 1998.

"Infinite Regresses of Recurring Questions and Answers", May 16, 1997, Ontario Society for Studies in Argumentation, Brock University, Saint Catharines, Ontario.

"Commentary on Maged El Komos's 'Perelman as Educational Facilitator'", 15 May, 1997, Ontario Society for Studies in Argumentation, Brock University, Saint Catharines, Ontario.

"Approches pédagogiques pour améliorer la métacognition dans l'enseignement de la pensée critique", March 21, 1997, Journée du savoir ACFAS, Université Laurentienne, Sudbury, Ontario.

"Critical Thinking's Contribution to Psychological Health", 15th International Conference on Critical Thinking and Educational Reform, Sonoma University, California, July 30, 1995.

"A Game of Posing Critical Questions While Watching Television", 15th International Conference on Critical Thinking and Educational Reform, Sonoma University, California, August 1, 1995.

"Panel Discussion on Informal Logic" (with Ralph Johnson, Maurice Finocchiaro, Jerry Cederblom), au 15th International Conference on Critical Thinking and Educational Reform, Sonoma University, California, August 1, 1995.

"Critical Thinking's Contribution to Psychological Health", May 5, 1995, Conference on Argumentation and Education, Ontario Society for Studies in Argumentation, Brock University, Saint Catharines, Ontario.

"La pensée critique et la santé mentale", March 24, 1995, Journée du savoir, ACFAS, Université Laurentienne, Sudbury, Ontario.

"The Uncompleteness Criterion and Vicious Infinite Regresses", June 1994, Third International Conference on Argumentation, Amsterdam, Netherlands.

"Qu'est-ce qu'un argument à régression infinie?", April 1988, Présentation et discussion de recherches en cours. Université du Québec à Montréal.

Publications in non-refereed newsletters

"Mr. Hoaglund and Convergent Arguments", *Critical Thinking News*, Vol. 8, No.1, 1989.

"Mr. Hoaglund's Straw Man Defense", *Critical Thinking News*, Vol. 9, No.1, 1990. (Newsletter)

"Crash Course in Critical Thinking", *The Ontario Skeptic*, Vol. 4, No. 2, 1990.

Other Professional Activities.

Philosophical Counseling. I have a private practice in philosophical counseling. This involves using critical thinking and philosophy to **(a)** define clearly clients' challenges; and **(b)** examine with them the extent to which their challenges result from core values and core beliefs (aspects of their personal philosophy of life), and their typical ways of thinking. **(c)** If there is a causal connection, I explore with the clients ways of improving their philosophy of life and thinking, **(d)** while respecting their healthy core values and attitudes, and **(e)** building on their strengths. At the moment I do not charge for these services: they constitute my service to the community. I see one or two clients per month.

Faculty workshops. On Feb 5 2002, and March 11, 12, 13 I lead workshops in critical thinking for the faculty at the University of Nevada Las Vegas.

Hypnosis. I successfully completed in September of 2001 training in hypnosis from the Hypnosis Motivation Institute, the only nationally accredited college of hypnotherapy. I use this tool whenever appropriate to complement the philosophical counseling.

I lead a workshop on "Philosophy for Children" in San Francisco, March 31, 2002 10am to 5pm at the Unitarian Church.

Summer 1999: I incorporated into WebCT 954 multiple choice test items on various fundamental critical thinking skills (e.g. identifying statements, premise/conclusion indicators, and contrary / contradictory / consistent statements, diagramming reasoning, identifying and assessing various logical forms) that are now available to *all* the sections of PHI 102 Reasoning and Critical Thinking. I am currently revising all those quizzes

Goal: have students do more drilling and obtain immediate feedback outside of class, in order to free up class time for guided discussion where students have the opportunity to apply their skills to issues that interest them. I will be revising this material in the summer and fall of 2002.

Two week Workshop/Conference in Philosophy for Children, Institute for the Advancement of Philosophy for Children, Montclair State University, May 17th - 31st, 1999.

May & June 1997, in collaboration with 4 high school English teachers and 1 college English instructor, I wrote the Ontario Ministry of Education guidelines for those who were to draft the new secondary level anglais/English program for French secondary schools of Ontario.

From September 1995 to February 1997, I evaluated for the Critical Thinking Foundation, Ronherth Park, California, **427** lectures/workshops presented and recorded in the early years of the International Conference on Critical Thinking and Educational Reform, Sonoma University.

March, 1997, "Comment enseigner le français au 21^{ème} siècle", paper submitted to the Forum sur l'avenir de l'éducation de langue française de l'Association canadienne d'éducation de langue française (ACELF), where it was read and discussed in August 1997 by teachers of français from across Canada.

September 1988 to the summer of 1990, I participated in the founding of the Toronto General Hospital's Ethics Committee.

May 1989, I gave a workshop, "L'enseignement de la pensée critique", for the Association des enseignantes et enseignants franco-ontariens, Ottawa.

GRADUATE AWARDS

Martha Lile Love Essay Award of the Department of Philosophy, 1987.

University of Toronto Open Fellowship, 1987.

University of Toronto Open Fellowship, 1988.
 Ontario Graduate Student Award, 1988.
 University of Toronto Open Fellowship 1989.

ASSOCIATIONS

APA: American Philosophical Association. (Life-time membership)
 CPA: Canadian Philosophical Association. (Life-time membership)
 AATP: American Association of Teachers of Philosophy
 NTT: Network on Teaching Thinking.
 AILACT: Association for Informal Logic and Critical Thinking.
 ISSA: International Society for the Study of Argumentation
 OSSA: Ontario Society for the Study of Argumentation
 ICPI: International Council for Philosophical Inquiry with Children
 AFA: American Forensic Association. (Life-time membership)
 IACP: International Association for Cognitive Psychotherapy
 APPA: American Philosophical Practitioners Association
 ASPCP: American Society for Philosophy, Counseling, and Psychotherapy.
 APPP: Association for Philosophy, Psychology, and Psychiatry.
 ATP: Association for Transpersonal Psychology. (Life-time membership)
 Viktor Frankl Institute of Logotherapy. (Life-time membership)
 AMHCA: American Mental Health Counselors Association
 ASCD: Association for Supervision and Curriculum Development.
 skeptical groups: British Columbia, Ontario, Québec,
 CSICOP: Committee for the Scientific Investigation for the Claims on the Paranormal

Courses taught at various universities

Introduction to Philosophy
 Introductory Critical Thinking (lower division and graduate level)
 Intermediate Reasoning and Critical Thinking
 Argumentation Theory (upper division)
 Inductive Logic and Probability (upper division)
 Philosophy of Death and Dying
 Asian Philosophy and Mental Health
 Ethics (graduate level)
 Philosophy of Science
 Philosophy of Education
 Philosophy of (Clinical) Psychology (upper division)

Introduction à la philosophie
 Pensée critique et argumentation
 Philosophie des sciences
 Philosophie de l'éducation
 Philosophie morale
 Philosophie politique

Other Teaching Experience

Sept.- Oct. Lockerby Secondary School, Sudbury, Ontario, one lesson per week in 1997 grade 9 French immersion and grade 13 English for the gifted.

Goals: explore and test with the teachers of these courses various ways to infuse critical thinking into their subject matter.

September-Nov 1999 worked with a colleague, Lori Smith, from the Department of Social Work at UNLV, to infuse critical thinking into a fourth year capstone course in social work.

1994 - 98 Academic advisor in the Matte Residence of the University of Sudbury. This involved living in residence with the students and being available to help them academically and personally.

1988 - 94, Central Technical High School, Toronto Board of Education.
(Seven 20-week evening interest courses in critical thinking).

1984 - 85, Lycée Dorian, Paris, France, teaching assistant in English.