06.00.00 CANDIDATE'S STATEMENT

In this statement I take stock of my academic career, devoting particular attention to my activities in rank as Associate Professor, with the aim of showing that I meet the criteria for promotion to Professor. The overall emphasis of my work is two-fold: furthering the understanding of the work of the American polymath Charles Sanders Peirce (1839–1914) and developing new insights inspired by his work that are of current relevance. This emphasis guides my research, as well as my teaching and service. Of the three I declare research my area of excellence. The IU Academic handbook states that to attain excellence in research one must show "a continued growth in scholarship which has brought a national reputation as a first-class productive scholar." I believe that this dossier shows that I have attained a sustained national reputation that is demonstrated by a well-established and cumulative body of work in rank. In addition, the dossier shows that I am at least satisfactory in the other two areas, teaching and service.

06.00.01 Appointment Description

This dossier discusses work performed since my promotion to Associate Professor with tenure in 2006. Till July 2011 the major portion of my appointment (75%) was with the Institute for American Thought, specifically with the Peirce Edition Project, where I was Associate Editor for the *Writings of Charles S. Peirce: A Chronological Edition*. I held this appointment since January 2005, having joined the edition as a post-doc in 1998. In June 2011 I resigned from the Peirce Edition Project to become Editor-in-Chief of the *Transactions of the Charles Sanders Peirce Society*, an internationally renowned, peer-reviewed scholarly journal. From that moment 25% of my appointment is with the *Transactions* (which is housed in the Institute for American Thought, though my work is not supervised there) whereas the remaining portion of my appointment is with the Department of Philosophy, my tenure home.

06.01.00 RESEARCH

Preamble: Part of my research involves academic editing. The School of Liberal Arts Promotion and Tenure guidelines recognize that academic editing qualifies as scholarly activity and constitutes research when it "requires sustained research and original or critical activity." This can include scholarly editing of primary texts [see 06.01.01], the editing of learned journals [see 06.01.02], and anthologies [two included in 06.01.02]. My activities in these areas constitute significant contributions to Peirce studies and the knowledge in philosophy more generally. Though my contributions to reference works can be classified as research also—as it involves original scholarly contributions—I have chosen to classify my work on reference works under service [see 09.01.05].

06.01.01 *The Writings of Charles S. Peirce*

The *Writings of Charles S. Peirce* is internationally known as the most definite and scholarly edition of the works of Peirce. My editorial work on it, and the success of the writings in the international scholarly community, is one piece of evidence that I am doing high quality scholarly work that has an international impact. Since my last promotion I worked primarily on manuscripts composed between 1890 and 1898, work that covers multiple volumes. As this work is very research intensive only one volume (volume 8) was published in rank, with a second one (volume 9) going to press later this year (2013). I also completed the reorganization and selection of manuscript material related to Peirce's 1894 logic book *How to Reason* (volume 11), up to the archival proofreading, which I conducted at Harvard with one of our staff

members. My contribution to this collaborative enterprise centered on piecing manuscripts together (the *Nachlass* is in considerable disarray), determining the compositional order of drafts, and establishing the date of composition of documents (few manuscripts are dated). I was also involved in determining which texts to include in volumes 8, 9, and 11 (and parts of volume 10), and in the editing of the first two. In addition, I made the line art (extracting Peirce's intention from hastily drawn and often incomplete sketches and providing a rationale for how to render them), compiled the bibliography of works that Peirce consulted, and wrote scholarly annotations (107 pages for vol. 8 and 114 pages for vol. 9). All this is thoroughly peer reviewed. Because a variety of specialists collaborate on the edition, all work is continually checked for editorial, philosophical, and factual accuracy, and upon completion each volume is inspected by an external reviewer appointed by the Committee on Scholarly Editions of the Modern Language Association.

06.01.02 *Transactions of the Charles S. Peirce Society*

The fact that I was selected as Editor-in-Chief of the *Transactions*, without question the top journal in American philosophy, is significant evidence that I have established an international reputation as a first-class productive scholar. The *Transactions,* published four times a year by Indiana University Press, has a worldwide subscription of 3,087. During the last fiscal year *Transactions* articles were accessed 38,420 times through JSTOR and Project Muse. I joined the *Transactions* as Associate Editor in 2006. In March of 2008 I was promoted to book review editor and a few months later to Peirce Editor (the editor that is responsible for the review of Peirce-related manuscript submissions). In September of 2011 I became Editor-in-Chief. The positions of Peirce editor and Editor-in-Chief have a clear research component that provides significant contributions to the field. Both require a sustained thorough knowledge of the field and a critical eye on what is innovative and important so as to be able to attract high quality papers and critically evaluate reports of referees. My work on the *Writings* (by furnishing high quality primary texts) and on the *Transactions* (by furnishing high-quality secondary literature) has far-reaching consequences for Peirce scholarship worldwide.

06.01.03 Other Philosophic Research

My independent research—independent in that it is separate from the editorial work described in 06.01.01 and 06.01.02—also centers on Peirce. As evidenced by some of the facts below, this research has been very well received by the international Peirce community, providing further evidence that I have established myself internationally as an important contributor to Peirce scholarship. In January I published *Charles S. Peirce: A Guide for the Perplexed* (London, Bloomsbury). The book shows the systematic character of Peirce's work while emphasizing his view on the role of mathematics in philosophy, and provides a general overview of his work with more in-depth excursions in various areas. I deliberately wanted the work to have an appeal beyond Peirce scholarship and philosophy more generally, which I believe is particularly pertinent for a polymath whose work attracts attention from vastly different academic quarters. Jaime Nubiola, Professor of Philosophy at University of Navarra, called it "immense scholarship transformed into lucid prose in a new and thorough approach." This fall, the on-line forum for scholarly discussions on the philosophy of Charles Peirce, which has been continuously active since 1993 through the Peirce-L list, will begin a close reading of my book. This will be publicized as the Peirce forum's contribution to the 2014 centenary celebration (Peirce died in 1914).

Last fall I published an anthology of essays on Peirce's normative philosophy entitled *The Normative Thought of Charles S. Peirce* (New York, Fordham), which draws on a research seminar organized by Krzysztof Skowronski of Opole University, Poland. The volume includes

11 original papers (selected from 28) by renowned specialists on Peirce's views in aesthetics, ethics, and logic—an area that is relatively neglected in the literature. One referee called it "a valuable contribution to our understanding of Peirce's own views and of how those views can be applied to more contemporary questions." A second described it as a "well-rounded picture of Peirce's normative thought that beautifully captures the very latest research on the subject, and the richness and variety of current views on Peircean normativity," while a third called it "the most significant contribution to our understanding of Peirce's theory of the normative sciences since [Vincent G. Potter's *Charles S. Peirce on Norms and Ideals*] appeared more than 40 years ago." So far the book is only reviewed on Amazon. Robin Friedman, one of Amazon's top reviewers, calls it "a difficult, worthwhile volume that explores Peirce's contributions to seminal, lively philosophical issues in ways, especially where ethics is concerned, that are somewhat apart for the mainstream of philosophy in the United States. The book requires sustained attention together with a substantial philosophical background."

In 2007 I published an anthology on the British-American philosopher Susan Haack, called *Susan Haack: A Lady of Distinctions. The Philosopher Responds to Her Critics* (Amherst, Prometheus). This volume contains 17 original essays on Haack's philosophy, ranging from non-classical logic to postmodern legal theory, each followed by Haack's response. Gerald Holton, Mallinckrodt Research Professor of Physics at Harvard, called it "a welcome achievement in a grand tradition, as in the series of volumes of 'The Library of Living Philosophers,'" while Lord Anthony Quinton, former president of Trinity College, Oxford, described it as a "well-conceived collection [that] brings out the force and energy of Haack's thinking." My next book, a scholarly edition of Peirce's *Illustrations of the Logic of Science* that includes many of the unpublished revisions that Peirce made over three decades that followed their publication, appears with The Open Court in the Spring of 2014.

Since going up for promotion and tenure (in 2005) my independent research has included, in addition to the work already described, 4 journal articles and 6 anthology articles with a 7th forthcoming. In addition, a chapter from my book *On Pragmatism* (Belmont: Wadsworth, 2005) was republished without my knowledge. To address the quality of my work I focus on one paper, "Who's Afraid of Charles Sanders Peirce: Knocking Some Critical Common Sense into Moral Philosophy." One referee classes my paper among the strongest in the anthology and adds that it is "extraordinarily clear and admirably concise"; a second referee calls it "just excellent—well-written, plausible, important." A further testimony to the quality of my work is that my book *On Pragmatism* was translated into Portuguese and appeared as *Sobre pragmatismo* (São Paulo: Edições Loyola, 2007). In fact, two books I wrote while the tenure clock was ticking, *On Peirce* and *On Pragmatism*, are still in demand and have now sold well over a thousand copies each. A Korean translation of *On Peirce* is currently on hold because its original publisher is demanding too much money for the rights, and a Spanish translation of *Peirce: A Guide to the Perplexed* is being contemplated.

06.02.00 TEACHING

Till the summer of 2011 only 25% of my appointment was in the philosophy department. This translated into a teaching load of three courses every four years, or 25% of a full 3/3 teaching load. All were graduate courses, often cross-listed with an upper-level undergraduate course. Since my appointment change I am teaching two courses per semester, receiving one course reduction for my research and another for my *Transactions* work. Typically, I teach one graduate course a year (generally combined with an upper-level undergraduate course) and three undergraduate introductory logic courses. I've opted for a heavy dose of introductory logic as I

have begun writing a logic textbook aimed at making students proficient in analyzing arguments—where arguments is conceived broadly—and evaluating the quality of information. The Internet has put a vast amount of information at people's fingertips, which makes it of paramount importance that one can critically evaluate what one finds. My aim is to apply the basic tools that logic provides to the evaluation and production of information in a way that better fits the needs and interests of our students, using my own experience teaching the course as a guide.

As our graduate program is small, graduate courses are typically combined with an upper-level undergraduate course. This creates particular challenges, as the expectations, background, and intellectual maturity of the students vary widely. I think I have faired reasonably well negotiating these differences, as in course evaluations a student only very occasionally ranks my course below or above the level they think is appropriate for the course. I regularly teach a graduate course on pragmatism, either as a fairly standard course in classical pragmatism, or by connecting the classical pragmatists with the work of twentieth-century and contemporary (neo)pragmatists. Both versions prove challenging to undergraduates, as both unavoidably start with a significant dose of readings from Peirce. Peirce is rightly considered the father of pragmatism, but due to the extreme precision with which he seeks to express his radically new ideas his work is very difficult to read for students, especially when they have had little exposure to philosophy. Two other graduate courses I teach regularly are Pragmatic Ethics and Philosophy of Text. Both are much more experimental and cutting-edge—they are not widely taught, there are no textbooks, and there is no established canon of literature. The Pragmatic Ethics course starts from the premise of the uselessness of mainstream ethical theories, and subsequently develops an alternative that appears well suited for students interested in medical ethics. The Philosophy of Text course starts from the rather baffling observation that although philosophers spent most of their career reading and producing text, they pay little or no attention to how what they think and say is shaped or distorted by the traits and quirks of the medium of text. The course was initially designed as a philosophical study of scholarly editing, and how editing and publishing has shaped the discipline, as historically philosophy is largely the critical study of canonical writings, like those of Plato, Aristotle, Aquinas, Kant, Nietzsche, and Heidegger, typically in canonical (and often flawed) editions. Over time the emphasis of the course has moved more in the direction of the study of how the medium of text shapes the development of thought.

With respect to the development of curriculum, I have extended my efforts beyond my own courses by serving as graduate co-director for the Philosophy Department (till fall 2010) and on campus as a member of the Graduate School's Graduate Curriculum Committee. I also built on my own experience teaching Peirce when publishing, with James Campbell and Richard Hart, a symposium in the *Transactions* on how to teach Peirce to undergraduates. The symposium included 14 papers, one of which I authored. Finally, I much enjoy working with students on a one-on-one basis and have supervised the graduate research assistants for the Peirce Edition Project for over a decade. Also, when I was a subject editor for the *Dictionary of Early American Philosophers* (2 vols.; New York: Continuum, 2012) I had six students write some of the less challenging entries and spent time working with them improving their work and readying it for publication. All were accepted for publication.

06.03.00 SERVICE

In 2011 I was asked by a special search committee appointed by the Peirce Society, to take charge of the *Transactions of the Charles S. Peirce Society*. This required a vote of confidence

from two constituencies that are very different in composition and demeanor: the Peirce community and the American philosophy community (the latter has its roots primarily in John Dewey, William James, and Josiah Royce). In addition to the challenge of securing a constant flow of high quality papers to fill four issues a year, the position involves managing day-to-day, the journal and navigating the fast shifting landscape of academic journal publishing. Around the same time, I was asked to be involved in the 2014 Charles S. Peirce International Centennial Congress at the University of Massachusetts Lowell. This is the largest congress on Peirce since the Peirce Sesquicentennial Congress at Harvard in 1989. I am on the program committee and I am chairing the publications committee. In addition, I served on several nominating committees and sit on the Executive Committee of the Charles S. Peirce Society.

Having been a subject editor for the four-volume *Dictionary of Modern American Philosophers,* I was asked by its general editor to continue the collaboration for a dictionary of early American philosophers. This project contained a service component (assigning entries to specialists and editing them), a teaching component (assigning some of the easy entries to graduate students and guiding them through the research and writing process), and a research component (writing the entries on figures so obscure that no specialists could be found for them). The two-volume *Dictionary of Early American Philosophers* appeared in 2012.

At IUPUI I serve since 2004 on the Graduate Curriculum Committee and for many years I was a member, and chaired, the campus-wide Constitution and Bylaws Committee. During my tenure as committee chair I shepherded several significant changes through the process from their initial proposition to their incorporation in the revised constitution and bylaws. At the school level I was involved in the organization of the 24th Joseph T. Taylor Symposium. At the department level I have been heavily involved in the graduate program, serving for eight years as the program's co-director. Finally, my position in the Institute for American Thought contained a service component. It included overseeing the production of the *Writings of Charles S. Peirce*, supervision of interns, and work on the Max H. Fisch Library. For over a decade I organized the ongoing Indianapolis Peirce Seminar in which a host of international scholars gave presentations on their most recent research.

06.04.00 CONCLUSION

As this document reveals, and as my dossier reveals in more detail, since my last promotion I continued to grow in all three areas, and in the area of research I have gained an international reputation as a first-class productive scholar, both in terms of independent research and in the other ways in which I have helped shape research in my field (*Writings, Transactions*).