

FACULTY NEWS



MARTIN THOMSON-JONES:

I took over the chairship of the department this year—my second time around—and that has meant spending less time

teaching and more time writing memos, reports, requests, and the like. I taught the perennial favourite Deductive Logic in the fall, and the third run of my Happiness, Death, and the Meaning of Life seminar in the spring. I'm now fairly sure that death is a bad thing, but no news on the meaning of life yet. I'll keep you posted.

In the fall I attended a workshop called Contemplative Practice in Higher Education at the Omega Institute in New York and the biennial Philosophy of Science Association Meetings in Seattle. I also spent lots of time this year organising and helping to organise talks from visiting philosophers: Sharon Street of NYU (this year's Rhoden Lecture, "Finite Valuers and the Problem of Vulnerability to Unmitigated Loss," about metaethics and meditative traditions); Edouard Machery a History and Philosopher of Science at the University of Pittsburgh ("Cognitive Ontology Revision: From the Bottom Up?" on inferring cognitive ontology from neuroscience, under the auspices of the Oberlin College History and Philosophy of Science Society, for which I'm faculty advisor); Alexander Nehamas of Princeton (the college-wide Mack Lecture in the Humanities, "Metaphors in Life: 'I Love You for Yourself,'" on the nature of friendship); Ned Markosian '83 of UMass Amherst ("Three New Arguments for the Dynamic Theory of Time"); and Mark Fiocco of UC Irvine ("The Epistemic Idleness of Conceivability"). I also served as faculty

A Note from the Faculty

GREETINGS PHILOSOPHERS!

We hope you enjoy this edition of the Oberlin Philosophy Newsletter. Thank you to all of you who sent in your life updates; we love to hear from you!

Wishing you a wonderful fall,

Your Philosophy Colleagues

(Remei, Dorit, Todd, Christa, Peter, Kate, and Martin)



FALL 2018 PHILOSOPHY COURSES

- Philosophy & Morality
- Problems of Philosophy
- Deductive Logic
- Ancient Philosophy
- Philosophy of Language
- Aesthetics
- Philosophy of Architecture

SPRING 2019 PHILOSOPHY COURSES

- Problems of Philosophy
- Reason and Argument
- Perception and Action
- Philosophy in the Schools
- Social, Political, Legal Philosophy
- Feminism in Arts & Sciences
- Food Ethics
- Happiness, Death, and the Meaning of Life

FACULTY NEWS

advisor for Effective Altruism Oberlin—I didn't do much more than sign forms, but I wanted them to get a mention, and especially graduating major Haven King-Nobles for his central role in creating the organisation.

Finally, my other life as a meditation teacher continues to unfurl (see <http://www.oberlinmsc.org> for more on that). The course I've been trained to teach, Mindful Self-Compassion (MSC), is entirely secular, but the meditation practices and many of the psychological ideas come from Buddhist traditions. I'm now beginning to explore ways of connecting my MSC teaching to my work in philosophy. In the fall I'll be teaching a new seminar titled "People and Selves," connecting analytic philosophy, Buddhist philosophy, and empirical psychology and neuroscience. So check back here next year to find out whether the self is an illusion.



REMEI CAPDEVILA-WERNING: After a year as a research associate, I joined the philosophy department as visiting assistant professor in the fall of 2017.

During these two years, I have taught Problems of Philosophy, Feminism in Arts and Sciences, Frankfurt School – Critical Theory, Aesthetics, and an upper level seminar on the Philosophy of Architecture. This year I have also served as the faculty member for the Student Union Board. I have continued to pursue research in aesthetics and the philosophy of architecture. In 2017 I published *The Active Image: Architecture and Engineering in the Age of Modeling* (Berlin, Heidelberg: Springer), a book I coedited and contributed to with a chapter, and I have also coedited a special issue on authenticity and restoration of the journal *Aesthetic Investigations*. I have presented my research at the European Society for Aesthetics yearly conference in 2018 and I am part of the program committee of the 77th Annual Meeting of the American Society for Aesthetics, which will take place next fall in Phoenix. In April 2019, I presented the paper "Renegotiating Globality: Catalan

Architecture in a Transnational Context," at the 17th Colloquium of the North American Catalan Society in Chicago. At Oberlin, Sebastiaan Faber and I organized "What's Going on in Catalonia? A Discussion," in April 2018, to discuss the current political situation in Catalonia, which is where I am from. Most importantly, my partner and I welcomed our second son in December 2017, currently an 18-month old toddler who is thriving together with his 3-1/2-year-old brother. In the summer we will be moving to Texas, where I will join the philosophy department at the University of Texas Rio Grande Valley as assistant professor.



DORIT GANSON: I am pleased to have made the milestone of teaching for five years since my cancer diagnosis in early spring '14. My article, "Great Expectations: Belief and the Case for Pragmatic Encroachment," has just come out this year in the volume *Pragmatic Encroachment in Epistemology* (eds. Brian Kim and Matthew McGrath), Routledge, 2019.



TODD GANSON: This spring semester I had the pleasure of participating in the StudiOC program for a second time. Along with Leslie Kwakye

(Neuroscience) and Arnie Cox (Conservatory), I participated in a course cluster on the science of aesthetic experience. My class in the cluster, Perception & Action, was a new course which I very much enjoyed teaching and hope to offer again soon. I recently published a paper, "The Senses as Signalling Systems," which has been nominated for inclusion in *Philosopher's Annual* for 2018, a collection of the ten best papers published last year in philosophy.

The Epistemic Idleness of Conceivability

Mark Fiocco
Associate Professor
of Philosophy
University of
California Irvine

Traditionally, the notion of conceivability has been regarded as crucial to an account of modal knowledge. The conceivability of, say, a proposition is supposed to provide at least some evidence that what that proposition represents is possible. I maintain that there could be no account of conceivability on which it is epistemically efficacious, that the very idea of the conceivability of a proposition being evidential is misguided. I conclude with some brief recommendations for pursuing a satisfactory modal epistemology.

April 26
4:30 p.m.
King 239



CHRISTA JOHNSON: In the fall, I had the opportunity to teach a First Year Seminar on Character and Virtue. Students not only discovered

the common threads in conceptions of virtue throughout history and cultures across the world, but grappled with the cultivation of virtue as well as its application to contemporary moral problems in medicine and the environment. In the spring, I taught a new class in Food Ethics, covering issues such as Food Justice, Food and Identity, World Hunger, Animal Rights, and issues in Sustainability.

As for research, last summer I presented a paper entitled, "The Neutrality of Agent-Relative Reasons (and the Relativity of Agent-Relative Value)" at the Rocky Mountain Ethics Congress. The paper considers recent attempts by consequentialists to incorporate certain tenets of deontology into their view. This spring, I published two papers, with a third forthcoming. In "The Intrapersonal Paradox of Deontology" (published in *The Journal of Moral Philosophy*), I consider whether moral agents ought to violate a single right of another, if doing so would prevent that same agent from violating a greater number

FACULTY NEWS CONTINUED

of rights overall. In “How Deontologists Can Be Moderate (and Why They Should Be)” (published in *The Journal of Value Inquiry*), I develop and defend the view that while agents cannot ordinarily violate a right, if enough is at stake, a “threshold” of sorts has been met, and agents are morally permitted, and perhaps required, to violate the right at issue. Finally, in “Understanding for Hire” (forthcoming in *The Journal of General Philosophy of Science*) my co-author and I explore one way in which understanding can—and, we argue, should—be valuable.

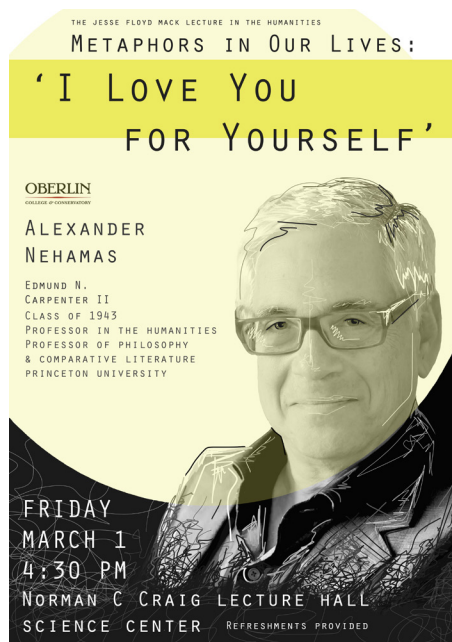
In the fall, I will be moving on to the role of Assistant Professor at California State University Long Beach. My two years at Oberlin have been extremely rewarding, and I am very grateful to my colleagues, as well as my students, for making it so.



KATHERINE THOMSON-JONES:

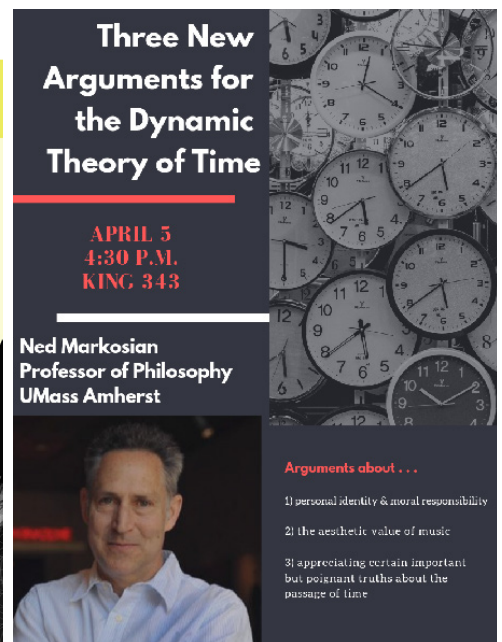
After being on medical leave in the fall, it felt very good to return to the department in January. For the second year

running, I taught the community-based learning course, Philosophy in the Schools (PHITS) Practicum in which students deepen their philosophical skills and understanding by teaching philosophy to



Posters from two of the 2018-19 philosophy talks.

first- and second-graders using poetry and picture books. This was a very inspiring experience for me, witnessing a process of reciprocal philosophical learning between older and younger students (see below for more on PHITS). Like Todd, my PHITS course was part of a StudiOC Learning Community. In my case, I collaborated with Tania Boster (History and the Bonner Center) and Jody Kirchner (Music Education) on offering courses to students



that are connected under the theme of ‘The Art of Teaching and Learning.’ In addition to teaching, I gave a paper at Hampshire College on digital realism in March. Most recently, I was awarded an NEH summer stipend to complete my book on the philosophy of digital images. As editor of this newsletter, I always look forward to hearing from our alumni—so many interesting stories!

STUDENT ACTIVITIES AND ACHIEVEMENTS

PHILOSOPHY MAJORS COMMITTEE

The Student Majors Committee members this past year were José Barrera, Jackie Brant, Magdalini Dimitriadou, and Laura Ingraham. They were very helpful in the job search for our temporary replacement in Ethics, meeting with our candidates, attending their job talks, and providing the department with insightful feedback. In the spring semester they organized an event for philosophy majors and minors which was co-sponsored by the career development center, “WYD after Oberlin?”

ESSAY PRIZES

The Christopher P. Dahl Essay Prize is given for the best undergraduate essay in any area of philosophy, and the **Rhoden Essay Prize** is given for the best undergraduate essay in the areas of ethics, medical ethics, or the philosophy of law.

Anya Spector is the winner of this year’s Dahl Prize and **Magdalini Dimitriadou** is the winner of this year’s Rhoden Prize. Congratulations on your outstanding work!

HONORS STUDENTS:

Magdalini Dimitriadou - *Highest Honors*
Kennedy Kline - *High Honors*
Ben Diener - *Honors*
Shizhe Hu - *Honors*
Sinead Larkin - *Honors*
Alexandra Roman - *Honors*

Tim Hall

MEMORIAL MINUTE

by Peter McInerney



Tim Hall was an Associate Professor of Philosophy from 2007 until the time of his death. He arrived in Oberlin in the fall of 2001 as an Instructor, and he became an Assistant Professor in 2002. He served as Chair of the Philosophy Department for 3 ½ years and as Chair of the Law and Society Committee for 1 ½ years.

Tim devoted his life to thinking about social, political, and ethical issues that most people confront in their everyday lives. Most of his work in philosophy was not highly technical; rather, it was fueled by the competing claims that normal people confront about what is the right thing to do. His published articles and his courses were concerned with issues about which many people have strong opinions. He published articles about the abortion issue, about ending someone's life, and about the right to bear arms, as well as about other topics. Several of his courses were organized around competing views on controversial issues, such as affirmative action policies and government environmental regulations. People have strong emotional responses to such matters, but they are also able, through will and training, to consider emotionally charged matters in a more impartial and evidence-based way. Developing reasoned views that take into account competing viewpoints is a good way to spend your time and energy. Everyone's lifetime is finite; Tim devoted his finite time and energy to impartial and evidence-based thinking about important matters. He lived a good life.

Tim was a vigorous proponent of the right to express unpopular views in academic contexts and in a free society. When the reasons that support unpopular views cannot be considered on their merits, progress toward truth and toward good pragmatic solutions suffers. Oberlin College has its own popular views and ideological orientations. In his publications, his courses, and his mentorship of the Oberlin Republicans and Libertarians, Tim did not conform to the Oberlin ideological mainstream. He was criticized by some for his refusal to conform to the local prejudices, but I strongly believe that his independence made Oberlin

College a better place. Tim's courage in refusing to cater to the local prejudices and his open-minded willingness to examine controversial issues in an unbiased way provided an admirable exemplar of genuine inquiry. Academic institutions should support those who use reason and evidence to support views that do not conform to orthodoxy, whether it is national orthodoxy or local orthodoxy. Tim was a dedicated and popular teacher. He took seriously the frequently repeated slogan about the value of broadening people's intellectual horizons. At Oberlin, broadening students' intellectual horizons usually requires forcing them to take seriously politically conservative views, "bourgeois values," and free market business-type values. Tim's own positions on these matters differed from those of many Oberlin professors. However, Tim did not give biased presentations of the positions he personally opposed. Students regularly reported that his courses were balanced and fair to opposing positions. Tim's absence will be a major loss for Oberlin College's intellectual climate.

Tim devoted a large amount of time and energy to nurturing students' intellectual growth. He encouraged students to defend diverse views in class, and he commented extensively on students' drafts of papers. He enjoyed interacting with students outside of the classroom. He spent a lot of time at the Slow Train café, working but also conversing with students about issues that interested them. Many of the conversations were about campus matters and students' personal issues, rather than about his courses. He was very generous with his time and was regularly available to talk with students. He even moved his office hours to the Slow Train to be in an environment that students found more comfortable for discussion.

Tim's support for individual rights extended to non-humans. He was the faculty sponsor of the Oberlin Animal Rights club for many years and a practicing vegan. He promoted vegan practices through his connection with the Cleveland Vegan Society.

Speaking more personally, I can say that Tim was an excellent colleague and friend. He was a very good philosopher, and he was interested in College matters. During the academic year, Tim and I would normally discuss Oberlin College policies and events about once a week. He was frequently unhappy about the lack of impartiality of some members of the College and about the College's declining reputation, which seem to be correlated. Even though we disagreed about some national political issues, we agreed about many of the policies that the College should follow to reverse its decline. I will greatly miss Tim's contributions.

SOME OF OUR GRADUATES' FUTURE PLANS:

Jenna Gyimesi: After graduation I will be attending Columbia Journalism School.

Laura Ingraham: I don't have definite plans yet, but my plan after graduation is to pursue a career in public health and eventually get my MPH.

Haven King-Nobles: As for after graduation, I don't have anything definitive nailed down yet. But the philosophy that I've encountered while at Oberlin, as well as the desire to live by whatever conclusions a sound argument comes to, have inspired me to get involved with the Effective Altruism movement.

In that vein, I'm currently applying to work at different non-profits (most of which are focused on alleviating the suffering caused by factory farming) and I expect that I'll continue to try to take careers that allow me to do as much good as possible going forward.

Oberlin Philosophy has been fun, and I'm sorry to leave. However, I'm excited to see where it leads me.

Megan Robinson: After graduating, I will be attending Johns Hopkins University for my M.F.A. in poetry at the Writing Seminars Program.

2019 Graduating Seniors

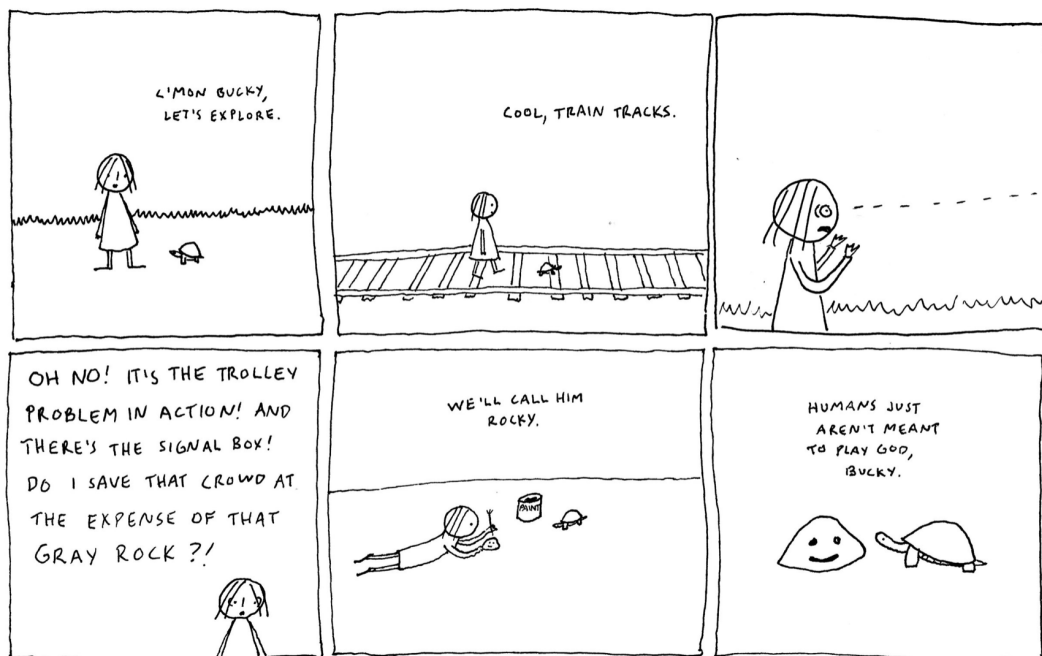
Majors:

Jabari Clemons
Charley Costantino
Ben Diener
Magdalini Dimitriadou
Tyler Garrison
Jenna Gyimesi
Shizhe Hu
Laura Ingraham
Haven King-Nobles
Kennedy Kline
Sinead Larkin
Jacob Parentis
Megan Robinson
Alexandra Roman
Maansi Seth
Benjamin Silverman
Jiyao Tang
Devin Wilkins
Kenneth Williams

Minors:

Jenna Butler
Samuel Chapin
Jacques Forbes
Delainy Grube
Stephen Kellner
Connor MacDowell
Jay Messina
Michael Miller
Anya Spector

"ANNIE & BUCKY"



Philosophy minor Anya Spector started creating "Annie and Bucky," a series of philosophical comics, while taking Kate's introductory course, *The Nature of Value*. The series has grown ever since; for more of Anya's work, see <https://anyaincorporated.com>

PHILOSOPHY IN THE SCHOOLS: LEARNING THROUGH TEACHING

Among the hundreds of offerings in Oberlin College's spring catalog this year, one course in particular has proved to be a demanding yet richly rewarding undertaking: the Philosophy in the Schools Practicum, or "PHITS Practicum" for short.

The course, taught by Associate Professor of Philosophy **Katherine Thomson-Jones**, is a community-based learning course in which students improve their philosophical skills and comprehension through outreach, by visiting Eastwood Elementary twice a week and leading discussions with first

and second graders. The aims of the course are wide-reaching, from building essential philosophical skills at an early age to allowing college students to apply what they're learning in a practical manner, even with something as abstract as philosophy.

The PHITS Practicum is structured in several layers throughout a given week. First, the college students meet in the **Oberlin Center for Convergence (StudiOC)** for seminar discussions of particular philosophical topics and readings. After having digested the topics, the students

prepare to translate complex ideas for the elementary school kids, in order to guide them through the same philosophical issues. Then, at Eastwood, the college students are divided into small groups per classroom, where they lead discussions that result in questions, reflections, and written work.

"Essentially, the college students are learning by teaching, but it's a very student-centered type of teaching," says Thomson-Jones. "The college students are just trying to be facilitators, while allowing the elementary school kids to have their own

ALUMNI IN THE NEWS

In 2018, the United States ratified the multilateral Marrakesh Treaty for the Blind (2013), which had been negotiated by **Justin Hughes '82**, while he was serving in the Obama Administration.

The treaty makes it possible for special format copies of books to be shared among institutions that serve persons with print disabilities in different countries – something that copyright law made practically impossible before.

Justin also mediated the private negotiations among American publishers, libraries, and the blind community in 2017 and 2018 that produced the domestic legislation for the U.S. to participate in the international book sharing system. Separately, during the course of 2018 and 2019, Justin presented papers and gave talks on intellectual property and international trade at Cardozo Law School, Cambridge U, Fordham, the Hanken School of Economics (Oslo), the Norwegian Business School, NYU, Ohio State, Penn, Shanghai Jiao Tong University, the University of Washington, and the International Islamic University Malaysia.

approach, an education theory approach, and a philosophical approach,” says Thomson-Jones. “It’s inspiring to see what people of different disciplines are all doing with the same themes of education and learning through teaching.”



*Above: Associate Professor of Philosophy Katherine Thomson-Jones with Philosophy in the Schools students
Photo credit: Michael Hartman*



*Left: Philosophy in the Schools classroom in StudioOC
Photo credit: Michael Hartman*

discussions and practice certain skill sets, such as listening well, giving reasons for things, and thinking critically when they agree or disagree.”

Thomson-Jones, now in her second year of teaching the course, notes that both college and elementary school students have much to learn from each other. “It struck me that kids are natural philosophers, and they love to think about big questions. Some questions—such as, *Where are numbers? Are they written down on a page, or are they in my head?*—might sound weird to an older student. But to the younger students, everything’s open and new. I think that college students can harness that curiosity and openness in their own studies.”

Creative writing and visual arts major Jack McMillin ’20, who took the course last year and is now a teaching assistant

for it this semester, expresses how PHITS has impacted the ways he thinks about education.

“It consistently challenges students and myself to reevaluate how we learn, and then use this as a basis for facilitating meaningful discussions. The course has really helped solidify different approaches to pedagogy by teaching how to communicate coherently and fluidly, while moving back and forth between different educational settings.”

The course is also enriched by StudioOC, as PHITS is a part of the Art of Teaching and Learning cluster, along with two other courses taught by Associate Director of Bonner Center Curricular Initiatives **Tania Boster** and Professor of Music Education **Jody Kerchner**. StudioOC allows for cross- and interdisciplinary programming, which includes lectures, group projects, and collaborative research. One of the advantages of interdisciplinary programming is how it generates fresh perspectives and approaches to shared themes across studies.

“There’s a historical research-based



All Of A Suddin is offering his views on the ethics of humans riding horses (his area of expertise)

DAVID BEIDLER '78 is now retired from the business world but continues to discuss philosophy with his quarter horses.

PETE FRIED '03 writes: “In 2013, I received a PhD in anatomy and neurobiology from Boston University School of Medicine. I am currently an instructor of neurology and a clinical researcher at the Berenson-Allen Center for Noninvasive Brain Stimulation at Beth Israel Deaconess Medical Center—Harvard Medical School. Broadly, my research interests involve using neuroimaging and noninvasive brain stimulation to characterize human brain-behavior relationships and the substrates of neuropsychiatric disorders. In particular, a current focus of my research is in identifying neurophysiological markers that distinguish healthy from pathological cognitive aging (e.g., dementia). I remain interested in the ‘big’ philosophical questions, such as whether free will exists and what is the nature of consciousness.”

DANIEL GOODE '57 writes: “I was a Woodrow Wilson Fellow and went to Cornell to study with Norman Malcolm, Max Black, and others. I didn’t complete a degree but went home to NYC to become

a composer/performer (clarinet). I started two ensembles: The DownTown Ensemble (with composer Wm. Hellermann) and the Flexible Orchestra. The idea of the latter is to get an orchestral sound from about 15 players by maximizing one section or instrumental type with a few contrasting instruments for spice. This September 26 at the Ukrainian Restaurant in the East Village, the array will be eight trumpets, euphonium, violin, viola, cello. Works are by me and klezmer composer Frank London and others. There is a website for the Flexible Orchestra, as well as my blog, DanielGoode.com. I still continue to have philosophical interests. For example, by studying the concept of the Sublime.”

ANDREW INNES '92 writes: “I am currently living in Boston with my wife and two kids, who are 11 and 13 years old. After many years of working in publishing (Thomson Media, SourceMedia, and Harvard Business Review) managing web development and building mobile and app-based products, I am now running my own table-top game company (AnomiaPress.com). Our games are available in about 15 languages, and our main title, *Anomia*, should pass the “1-Million-Sold” mark in about a year and a half.”

CHANNING JOSEPH '03 writes: “I am a journalist and educator. I teach multimedia journalism at the Annenberg School for Communication and Journalism at the University of Southern California. I was awarded a Leon Levy Center for Biography fellowship. The award will support the completion of my book, *House of Swann: Where Slaves Became Queens — and Changed the World*, which is set to be published by Crown in the U.S. in 2020 and Picador internationally in 2021. The book is the untold story of the adventures of William Dorsey Swann, the beginning of drag culture, and Swann’s early contribution to the fight for LGBTQ rights. Swann, a former slave and the first self-described drag queen, battled police and other authorities to organize a secret queer underground in Washington, D.C., in the 1880s and 1890s. The Levy fellowship will provide full access to research facilities at the City University of New York Graduate Center, writing space, a research assistant, and a \$72,000 grant. I am the former editor-in-chief of *San Francisco Weekly* and a former staff editor at *The New York Times* and *Associated Press*.”

Gifts to Philosophy

A WARM THANK YOU TO OUR GENEROUS DONORS

With our help we are better able to promote philosophical activity at Oberlin and beyond. With your help, we have been able to fund conference travel, philosophy student workshops, visiting speakers, and more.

David B. Bayless
 Samuel A. Chapin
 Magdalini Dimitriadou
 Jay L. Garfield
 Robert A. Kleps
 John C. Morgan
 Harvey S. Strauss
 James Sutton
 Evelyn M. Wagaman

ALUMNI NEWS CONTINUED

ISAAC MALITZ '70 writes: "For several years now I have been board chair of the contemporary music series www.MondayEveningConcerts.org. I am effectively the head management person for everything but artistic matters, which is very, very capably led by another Obie, Jonathan Hepfer. MEC is the oldest new-music series in the world (80 years old!) and we are flourishing: Top quality artistically, and big enthusiastic audiences of the widest variety. It is clear to us that contemporary/classical music is not dying, rather the models are changing for all aspects of such music: Strategic, management, promotion, production, audience-development; financial, even some aspects of performing and creation. From a philosopher's POV, my work is adventurous and fascinating: Trying to discern the new models, exercising leadership, and dealing with extraordinary creators and performers (quite a few of whom are Obies !!) For the subject of New Models, two helpful guides: Late Wittgenstein; and certain aspects of AI (AI has a concern with models of human intelligence, some of which are sort of late-Witgenstein on steroids, and relatable to music) So, I don't make a nickel from the above, but this is a Dream Job for me. No plans to retire..."

NED MARKOSIAN '83 writes: "I had the very enjoyable experience of returning to Oberlin to give a talk ("Three New Arguments for The Dynamic Theory of Time") sponsored by the philosophy department last April. The faculty were all amazing (as always),



Jim Rutherford, retired cowboy. See above right..

and there were lots of students (majors and non-majors) who asked all kinds of terrific questions. Plus my son, Zane Markosian (a politics major getting ready to graduate in May), was there with a bunch of his friends, which added to the fun for me. I am tremendously grateful to the philosophy department for making all of that possible. If anyone is curious about the talk itself, or is considering visiting the magical, Shire-like region known as Western Mass, feel free to hit me up: markosian@umass.edu."

RUTH GARRETT MILLIKAN '56 writes: "My husband, Donald Shankweiler, and I are both astonishingly well and happy. Both retired for 15 years from the University of Connecticut but still writing manuscripts as usual. Added astonishment: I received both the Rescher Medal for Systematic Philosophy from Pittsburg and the Rolf Schock Prize for Logic and Philosophy from the Royal Swedish Academy of Sciences in 2017. And now, the Wilbur Cross Medal from Yale Graduate School of Arts, 2019. 2017 saw also *Beyond Concepts; Unicepts, Language and Natural Information* from Oxford University Press."

JIM RUTHERFORD '74 writes: "Since you asked, from the days of Tom Trelogan, Al McKay, etc. a double major math and philosophy for the past year."

CHARLIE SIMON '07 writes: "Life's right as rain now that I'm back east. You'll be pleased to know that the number of aesthetics discussions I get into in New York are myriad, and very much informed by your [i.e., Kate's] teachings. I've spent the last 10 years working on privacy in advertising technology, and just this week (my last at MediaMath) pushed live a passion project that helps save abducted children. Specifically, MediaMath technology now listens for and serves AMBER Alerts to geographically relevant devices and browsers (some industry buzz and/or company blog likely). Next stop: Google's Privacy & Data Protection Office."

LEE SPECTOR '84 writes: "As of this summer, I will be taking a three-year leave of absence from my position as professor of computer science at Hampshire College and taking a three-year appointment as visiting professor

Editor: Kate Thomson-Jones

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Martin Thomson-Jones (Chair)
Remei Capdevila
Dorit Ganson
Todd Ganson
Christa Johnson
Peter McInerney
Bryan Parkhurst
Katherine Thomson-Jones

Administrative Assistant (Fall '18)
Linda Pardee
Administrative Assistant (Spring '19)
Dale Alexander

of computer science at Amherst College. I will continue to serve as an adjunct professor of computer science and graduate faculty member at the University of Massachusetts, Amherst, and I plan to continue advising some Hampshire College students while on leave."

JONATHAN WESTREICH '88 writes: "Life continues at an apparently increasing rate! My daughter just turned 18 (not quite sure how that happened) and is leaving in the fall for the College of Wooster. Her sister turned 16 and tolerates her father when he takes her someplace there are horses (a week in Colorado riding in the mountains is her "happy place"). And "the boy" turns 5 this August—a bundle of energy and questions! Grace and I are enjoying the ride, reveling in the excitement of a busy fulfilling life and trying to keep the ship on an even keel. So far, so good!"