

Curriculum Vitae

Personal information

Surname / First name **Fenici Marco**

Having an education in Liberal Arts (Philosophy), I specialized in Cognitive Sciences and Developmental Psychology during my doctoral studies. In my research, I am developing a socio-constructivist account of the development of social cognition in infancy and early childhood. I have been visiting fellow at the University of Hertfordshire (UK), the Ruhr Universität Bochum (DE), the University of Massachusetts, Amherst (USA), and the Institute of Cognitive Sciences and Technology (Rome, IT). I am currently affiliated with the Department of Philosophy at the University of Florence, where I have no research or teaching position, though. Although for family reasons I have not been able to pursue an academic career until recently, I am now feel ready to start it, and I am looking job in an international institution.



Area of specialisation Philosophy of Cognitive Science, Social Cognition, Embodied Cognition
Area of competence Philosophy of Psychology, Philosophy of Mind, Cognitive Psychology

Education and training

Dates	October 2006–March 2011
Qualification awarded	PhD in Computer Science, Mathematical Logic, and Cognitive Sciences
Doctoral Dissertation	<i>The False Belief Test for Dummies</i> , Prof. Jay L. Garfield (supervisor), Prof. G. Usberti and Prof. L. Rizzi (Tutors)
Organisation	Department of Philosophy and Social Sciences, University of Siena, Italy
Dates	September 2000 – February 2005
Qualification awarded	Laurea in Filosofia (110/110 with first class honours)
Principal subjects	Curriculum in Logic and Philosophy of Science
Organisation	Facoltà di Lettere e Filosofia, University of Firenze, Italy

Academic Experience

Publications *Articles*

Fenici, M. (in press). Rebuilding the landscape of psychological understanding after the mindreading wars, *Phenomenology & Mind*;

Fenici, M. (2017). What is the role of experience in children's success in the false belief test: maturation, facilitation, attunement, or induction? *Mind & Language*;

Fenici, M., & Zawidzki, T. (2016). Do infant interpreters attribute enduring mental states or track relational properties of transient bouts of behavior?, *Studia Philosophica Estonica*, 9(2);

Fenici, M. (2016). Succeeding in the false belief test. Why does experience matter?. In *New Developments in Logic and Philosophy of Science*, College Press;

Fenici, M. (2016). Comment to Solving the puzzle about early belief-ascription by Helming, Strickland, and Jacob. Symposium on *The Brains Blog* with a reply by the authors, <http://philosophyofbrains.com/2016/10/17/>;

Fenici, M. (2016). Resisting nativism about mindreading. *The ICogBlog*, <http://icog.group.shef.ac.uk/resisting-nativism-about-mindreading/>;

Fenici, M. (2015, online 2014). A simple explanation of apparent early mindreading: infants' sensitivity to goals and gaze direction. *Phenomenology and the Cognitive Sciences*, 14(3), 497–515. 10.1007/s11097-014-9345-3;

Fenici, M. (2015, online 2013). Social cognitive abilities in infancy: is mindreading the best explanation?, *Philosophical Psychology*, 28(3), 387–411. 10.1080/09515089.2013.865096;

Fenici, M. (2014). Concetti in psicologia cognitiva: verso l'eliminazione del termine o l'integrazione

delle teorie? [Concepts in psychology: towards the elimination of the term or the integration of the theories?], R. Lanfredini (ed.), *Architettura della conoscenza e ontologia*, ETS, Pisa;

Fenici, M. (2013). Rappresentazione tacita della conoscenza e interpretazione delle capacità di cognizione sociale nella prima infanzia [Tacit representation of knowledge and interpretation of social cognitive capacities in infancy], *Annali del Dipartimento di Filosofia (2012)*, Firenze, 197-216;

Fenici, M. (2013). Il test della falsa credenza [The false belief test], *Analytical and Philosophical Explanation (AphEx)*, 8, 1–56.

Fenici, M. (2012). Embodied cognition and embedded theory of mind, *Biolinguistics*, 6(3–4), 276–307.

Fenici, M. (2011). What does the false belief test test?. *Phenomenology and Mind*, 1, 197–207;

Fenici, M. (2010). Talking past one another. The theory of mind debate. In G. Ferrari, P. Bouquet, M. Cruciani, & F. Giardini (eds), *Proceedings of the 7th AISC National Congress in Cognitive Sciences*, Trento, 151–155;

Fenici, M. (2009). Psychology and psychologies: which epistemology?, *Humana.Mente*, 11, v–xiii;

Fenici, M. (2006). Modularità massiva e definizione logico-funzionale di architetture cognitive. In A. Greco, C. Penco, G. Sandini, & R. Zaccaria (eds.), *Scienze Cognitive e Robotica. Atti del Terzo Convegno Nazionale dell'AISC*, Erga Edizioni, Genova, 59–61.

Editing

Fenici, M. (2009). Psychology and Psychologies: which Epistemology?. *Humana.Mente*, 11.

Reviews & Interviews

Fenici, M. (2014). *Do apes read minds?* by Andrews, *Analysis*. 10.1093/analys/anu049;

Fenici, M. (2013). *Radicalizing Enactivism* by Hutto and Myin, *Philosophical Psychology*, 28(2);

Fenici, M. (2011). Interview with Daniel Dennett. *Humana.Mente*, 15, 369–382;

Fenici, M. (2011). *Effective intentions* by Mele. *Humana.Mente*, 15, 271–276;

Fenici, M. (2009). *Doing without concepts* by Machery. *Humana.Mente*, 11, 175–182;

Fenici, M. (2008). *Individuo e persona. Tre saggi su chi siamo* by Boniolo, De Anna, Vincenti. *Humana.Mente*, 6, 147–152;

Fenici, M. (2008). *Forme del divenire. Evo-devo: la biologia evoluzionistica dello sviluppo* by Minelli. *Humana.Mente*, 6, 173–176;

Fenici, M. (2008). A reading of *Empiricism and the Philosophy of Mind* by Sellars. *Humana.Mente*, 5, 241–250;

Fenici, M. (2008). *La mente sociale* by Marraffa, Meini. *Humana.Mente*, 5, 199–206;

Fenici, M. (2008). *Pensieri materiali* by Gozzano. *Humana.Mente*, 5, 211–218.

Academic Teaching

Università degli Studi di Firenze

- March–April 2015: Rappresentazione della conoscenza e comunicazione efficace [Knowledge representation and effective communication]
- June–July 2015: Tecniche di problem solving e cognizione estesa [Problem solving techniques and extended cognition]

Other teaching activities

Istituto Toscano di Scienze Grafologiche

via Luca Giordano, 7/p, 50132, Firenze, 055 576951

- November 2013–June 2014: History of Handwriting
- November 2006–April 2007: Philosophy of Science

Scuola Toscana

Via de' Benci, 23 – I, 50122, Firenze, 055 244583

- August 2006 – December 2006: Teacher of Italian

Web Consult

via S. Egidio 12 – I – 50122, Firenze, (055 2638344)

- July 2006: Teacher of Italian

Invited seminar and conference talks

Fenici, M. (2017, April 27th): *How children approach the false belief test. Social development, pragmatics, and the assembly of Theory of Mind*. Department of Psychology, Bilkent University, Ankara;

- Fenici, M. (2017, April 26th): *The modularity of mindreading: empirical and philosophical concerns*. Department of Philosophy, Bilkent University, Ankara;
- Fenici, M. (2017, March 21st): *Propositional mindreading as an emerging biosocial capacity*, Workshop on Culture, Cognition, and Action, Department of Philosophy, University of Milan;
- Fenici, M. (2015, June 4th): *A simple explanation of apparent early mindreading: infants' sensitivity to goals and gaze direction*, 45th Annual Meeting of the Jean Piaget Society, Toronto;
- Fenici, M. (2013, April 5th): *Putting mental competences together: private knowledge, pretence, imagination, and false beliefs*, Department of Philosophy, Radboud University, Nijmegen;
- Fenici, M. (2011, June 27th): *Comments to Michealian's "Is External Memory Memory?"*, Talking Heads. 1st Milano-Paris Workshop on Mind and Language, University of Milan;
- Fenici, M. (2006, December 15th): *Web dragons. The universe known as the Web*, University of Florence.

Conference talks

- Fenici, M. (2016, September 5th): *How Children Approach the False Belief Test: Social Development, Pragmatics, and the Assembly of Theory of Mind*, XII SIFA Conference, UNISER, Pistoia;
- Fenici, M. (2016, June 30th): *Naturalism about mindreading? Ontological and empirical alternatives*, SIFA/FINO Graduate Conference "Between Natural, Social and Artificial Kinds";
- Fenici, M. (2015, June 2nd): *Action understanding through embodied action anticipation*, Interdisciplinary Workshop on Practical Reasoning and Motor Representation, University of Warwick;
- Castelfranchi, C., Fenici, M., Tummolini, L., & Zawidzki, T. (2014, September 19th): *Attributing mental states. From action prediction to social coordination*, 22nd Meeting of the European Society for Philosophy and Psychology, Noto (coordinated symposium);
- Fenici, M. (2014, September 19th): *What is the role of experience in children's success in the false belief test: maturation, facilitation, attunement or induction?*, 22nd Meeting of the European Society for Philosophy and Psychology, Noto (individual talk);
- Fenici, M. (2014, June 19th): *The role of social experience in passing the false belief task*, International Conference of the Società Italiana di Logica e Filosofia della Scienza, Roma;
- Fenici, M. (2014, March 11th): *The role of social experience in passing the false belief task*, (Re)presenting the Speech of Others, Groningen;
- Fenici, M. (2013, November 23rd): *Social learning as a guide to phenomenal mindreading*, International Conference on Phenomenal Mindreading, Bochum;
- Fenici, M. (2013, July 9th): *How narratives shape four-year-olds' understanding of false beliefs*, 21st Meeting of the European Society for Philosophy and Psychology, Granada;
- Fenici, M. (2013, June 17th): *From the eye of the beholder: Representationalist cognitive science without representational content*, The Reach of REC Conference, Department of Philosophy, University of Antwerp;
- Fenici, M. (2013, April 3rd): *Passing the false belief test at age four: can folk psychological explanatory abilities make the difference?*, Interdisciplinary Workshop on Methods in Studying Social Cognition, Düsseldorf (poster session);
- Fenici, M. (2012, September 15th): *Mindreading in infancy? Yes, No, or Sort of*, 10th National Conference of the Italian Society for Analytic Philosophy (SIFA), Alghero;
- Fenici, M. (2012, August 31st): *Social cognitive abilities in infancy: why mindreading is not the best explanation*, 20th Meeting of the European Society for Philosophy and Psychology, London;
- Fenici, M. (2012, August 29th): *Infants' social cognitive abilities: implicit mindreading or sensitivity to goal-directed behaviour?*, 20th Meeting of the European Society for Philosophy and Psychology, London;
- Fenici, M. (2012, August 22nd): *Children's acquisition of the concept of belief and the mastery of folk psychology*, International Interdisciplinary Conference on Concept Types and Frames in Language, Cognition, and Science, Düsseldorf;
- Fenici, M. (2012, June 1st): *Children's acquisition of the concept of belief. How theoretical analysis shapes empirical investigation*, Carnap Lectures 2012, University of Bochum;
- Fenici, M. (2012, May 25th): *Passing spontaneous-answer false belief tasks in infancy by tracking proximate and distal goals of action*, Interdisciplinary Conference on Social Cognition, Engagement and the Second-Person-Perspective, Cologne (poster session);
- Fenici, M. (2012, May 3rd): *Passing spontaneous-answer false belief tasks in infancy by*

distinguishing proximate and distal motor intentions, Interdisciplinary Workshop: Personal and Shared Intentions, Max Plank Institute for Human Development, Berlin (poster session);

Fenici, M. (2012, March 12th): *Passing spontaneous-answer false belief tasks in infancy by distinguishing actions' proximate and distal goals*, Workshop on Pre-reflective and Reflective Processing in Social Interaction, Cambridge (poster session);

Fenici, M. (2011, September 30th): *Learning to measure others' beliefs in early childhood*, IV Conference on Semantics and Philosophy in Europe, Ruhr Universität Bochum;

Fenici, M. (2011, September 28th): *How theory of mind enters the embodied-mind framework through language acquisition*, Conference on Embodied Language, New College, Oxford;

Fenici, M. (2011, June 15th): *The minds of others. The dialogical basis of social understanding*, III Joint Workshop Rutgers–Siena On Cognitive Sciences, Certosa di Pontignano, Siena;

Fenici, M. (2010, December 3rd): *Talking past one another. The theory of mind debate*, *Pratiche della Cognizione*, 7th AISC National Congress in Cognitive Sciences, Trento;

Fenici, M. (2010, January 25th): *Learning to attribute beliefs*, Winter School on The Phenomenological Mind, Università Vita-Salute San Raffaele, Milano;

Fenici, M. (2006, October 26th): *Massive modularity and the logico-functional definition of cognitive architectures*, 3rd AISC National Congress in Cognitive Sciences, Genova (poster section);

Fenici, M. (2006, June 22nd): *Dennett's intentional stance and multi-agent systems*, *LIMBS Day 2006*, University of Genova.

Workshops and Seminars

Fenici, M. (2013, June 14th): *Representationalist cognitive science without representational content*, Department of Philosophy, Ruhr-University Bochum;

Fenici, M. (2013, March 12th): *"You need to believe!" "No, I don't before you are four"*, Department of Philosophy, Ruhr-University Bochum;

Fenici, M. (2012, October 12th): *Embodied social cognition and infants' alleged capacity to attribute beliefs*, Università Statale di Milano;

Fenici, M. (2012, May 2nd): *Le menti degli altri: i fondamenti epistemologici e cognitivi della comprensione sociale*, Dipartimento di Filosofia, Università di Firenze;

Fenici, M. (2012, April 20th): *Children's acquisition of the concept of belief. How theoretical analysis shapes empirical investigation*, Department of Philosophy, University of Glasgow;

Fenici, M. (2012, March 8th): *"Because he thinks that!": how children learn to explain others' behaviour*, School of Humanities, University of Hertfordshire;

Fenici, M. (2012, February 27th): *Passing spontaneous-answer false belief tasks in infancy by reading others' motor intentions*, Philosophy of Mind and Psychology Seminar Series, University of Glasgow;

Fenici, M. (2011, December 1st): *Can infants pass spontaneous-answer false belief tasks by attributing Complex Motor Plans?*, Research Colloquium: Philosophy and Cognitive Science, Department of Philosophy, University of Bochum;

Fenici, M. (2011, November 8th): *Can theory of mind be embodied?*, Mercator's Research Group, University of Bochum;

Fenici, M. (2011, May 23rd): *Le menti degli altri: fondamenti cognitivi della comprensione sociale*, Dipartimento di Filosofia, Università di Milano;

Fenici, M. (2011, January 21st): *Becoming a believer*, ECCO Series, Vrije Universiteit Brussel;

Fenici, M. (2011, January 19th): *Concept possession and children's acquisition of the concept of belief*, Center for Logic and Philosophy of Science (CLWF), Vrije Universiteit Brussel;

Fenici, M. (2010, December 13th): *The false belief test for dummies*, University of Siena;

Fenici, M. (2010, January 18th): *Learning mental concepts*, University of Siena;

Fenici, M. (2009, November 26th): *What does the false belief test test?*, Language Acquisition Group, Department of Linguistics, University of Massachusetts, Amherst;

Fenici, M. (2009, February 25th): *The long way to mental concepts*, Language Acquisition Group, Department of Linguistics, University of Massachusetts, Amherst;

Fenici, M. (2008, November 26th): *The concepts of mind*, University of Siena;

Fenici, M. (2008, July 5th): *Concepts and verbal labels*, New Bulgarian University, Sofia;

Fenici, M. (2008, April 1st): *Cognitive nominalism*, University of Siena;

Fenici, M. (2007, June 4th): *Why understanding others. Mindreading and its interpretations*, ISTC, Rome;

Fenici, M. (2006, October 25th): *Belief acts: foundation or formalization? The logical omniscience problem*, ISTC, Rome.

- Visiting positions
- January–June 2013: visiting research fellow, Department of Philosophy II, Ruhr University Bochum (Prof. Albert Newen);
 - July 2012: Summer School *Problems of the Self*, Central Eastern University, Budapest;
 - March–May 2012: visiting research fellow, School of Humanities, University of Hertfordshire (Prof. Daniel Hutto);
 - January–February 2012: visiting researcher, Department of Philosophy, University of Glasgow;
 - September–December 2011: visiting researcher at the Mercator’s Research Group on Memory at Ruhr Universität Bochum (Prof. Markus Werning);
 - February–November 2009: visiting scholar at Language Acquisition Center, Department of Linguistics, University of Massachusetts, Amherst (Prof. Tom Roeper and Prof. Jill de Villiers);
 - July 2008: 15th International Summer School in Cognitive Science, New Bulgarian University, Sofia;
 - July–September 2007: University College Dublin, Dublin, Ireland;
 - February–June 2007: visiting student at the Institute of Cognitive Sciences and Technologies, Rome, Italy (Prof. Cristiano Castelfranchi);
 - November 2005 – September 2006: Doctorate School of Philosophy, University of Genova, Italy (Prof. Carlo Penco);
 - February - July 2004: visiting student at the Department of Philosophy, Technische Universität Dresden, Germany, (Prof. Heinrich Wansing).

- Research grants and scholarships
- January–June 2013: visiting fellowship from the Center of Mind, Brain and Cognitive Evolution at the Department of Philosophy, Ruhr-University Bochum;
 - September–November 2011: Short research Grant for Doctoral Candidates and Young Academics and Scientists (DAAD);
 - February–November 2009: funding from the Pro.M “Meccanismi cerebrali”, University of Siena;
 - July 2008: scholarship by the Tuscan Region to follow the “15th International Summer School in Cognitive Science”, New Bulgarian University, Sofia;
 - February–July 2004: ERASMUS scholarship.

- Awards
- June 2012: Essay Award, International Graduate Conference “Attention and Concepts”, associated with the Carnap Lectures 2012, Ruhr Universität Bochum;
 - May 2011: *Premio Nazionale di Filosofia 2011: Best Philosophical Review to Humana.Mente*, Associazione Nazionale Pratiche Filosofiche, Firenze;
 - December 2006: *Marco Somalvico Award: best Master Thesis in Human Sciences*, Politecnico di Milano.

- Editorial Board
- since November 2010: vice-director of *Humana-Mente. Journal of Philosophical Studies*;
 - since December 2006: Member of the editorial board of *Humana-Mente. Journal of Philosophical Studies*.

- Reviewer
- *Frontiers in Psychology (section of Theoretical and Philosophical Psychology)*
 - *Humana.Mente. Journal of Philosophical Studies*
 - *Interaction Studies*
 - *Consciousness and Cognition*
 - *New Ideas in Psychology*
 - *Philosophical Psychology*
 - *Phenomenology and the Cognitive Sciences*
 - *Synthese*
 - *Topoi*

Work experience

Dates June–July 2015

Occupation or position held Teacher in Problem Solving Techniques and Extended Cognition

Name and address of employer Department of Philosophy, University of Florence, Italy

Dates February–May 2015
Occupation or position held Teacher in Knowledge Representation and Effective Communication
Name and address of employer Department of Philosophy, University of Florence, Italy

Dates January–June 2014
Occupation or position held Teacher in History of Handwriting
Name and address of employer Istituto Toscano di Scienze Grafologiche, via Luca Giordano, 7/p, 50132, Firenze, tel. (+39) 055 576951

Dates October 2012– September 2013
Occupation or position held Research Assistant
Name and address of employer Department of Philosophy, University of Florence, Italy

Dates July 2006 – December 2007
Occupation or position held Italian Teacher
Name and address of employer Scuola Toscana, Via de' Benci, 23 – I – 50122, Firenze, Tel. (+39) 055 244583

Dates November 2006 – April 2007
Occupation or position held Teacher in Philosophy of Science
Name and address of employer Istituto Toscano di Scienze Grafologiche, via Luca Giordano, 7/p, 50132, Firenze, tel. (+39) 055 576951

Personal skills and competences

Mother tongue(s) **Italian**

Other language(s)

Self-assessment

European level ()*

English

French

German

Spanish

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
C1	Advanced level	C1	Advanced level	C1	Advanced level	C1	Advanced level	C1	Advanced level
C1	Advanced level	C1	Advanced level	C1	Advanced level	C1	Advanced level	C1	Advanced level
A2	Elementary Level	A2	Elementary Level	A2	Elementary level	A2	Elementary Level	A2	Elementary level
B1	Intermediate level	A2	Elementary level	A2	Elementary level	A2	Elementary level	A2	Elementary level

(*) *Common European Framework of Reference (CEF) level*

Computer skills and other competences

- European Computer Driving Licence ECDL (Windows and Office XP), n° IT 153808, issued on 11/10/2005 at Centro Servizi Informatici dell'Ateneo Fiorentino, Florence;
- Webmaster for the 2008 Summer School *Theories of Reference*, University of Siena;
- Webmaster for the 2006 SIFA Conference *Brains, Persons and Society*, Cesano Maderno, Milano;
- Advanced knowledge of Dos, LaTeX.
- January – February 2008: Writing Scientific English Course, University of Siena

Appendices

Dissertation description

The False Belief Test for Dummies

In this dissertation, I argue that children's acquisition of the concept of belief depends on a cluster of cognitive abilities developing at different stages. In particular, early social cognitive abilities are provided by the endogenous maturation of a specific cognitive module. Against permissive interpretations, I contend that this cognitive module operates only in a limited range of situations because its activation is restricted to visual input. Theory of mind competence is augmented by later cognitive development, particularly by language acquisition. In their linguistic interactions, children are exposed both to new syntactic structures (i.e., sentential complements) and explanatory practices (i.e., folk psychological narratives). While these structures are necessary to represent the attribution of a belief to an agent, these practices are necessary to explain and to model the

behaviour of people entertaining false beliefs. I contend that this specific feature of linguistic interaction allows children to shape their concept of false belief, thereby extending both their understanding of the mental domain and their ability to predict people's behaviour in abstract situations where they cannot rely on contextual clues.

Participants on each side of the traditional debate between the theory and the simulation theory of the mind assumed that the same cognitive mechanism must be at work in all cases in which we predict someone's behaviour based on the attribution of mental states. Since I contend that the development of late social cognitive abilities does not recruit the same cognitive structures implementing infants' early social cognitive abilities, my proposal rejects both sides of the debate. By showing how different cognitive achievements improve social cognitive abilities from infants' early contextually-restricted to late context-independent theory of mind abilities, I place the acquisition of the concept of belief in a more complex and realistic framework of cognitive development.

References

- **Prof. Jay Garfield** (doctoral thesis advisor)
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- **Prof. Daniel Hutto**
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- **Prof. Marc Slors**
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- **Prof. Jill de Villiers**
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- **Prof. Thomas Roeper**
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- **Prof. Roberta Lanfredini**
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Relationship to the referee: past employer in the one-year project "The ontology of mental concepts and its role in the creation of human-machine interface"
- **Tadeusz Zawidzki**
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