

# Launching and Publicizing the Philosophy Teaching Library

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## Abstract

We seek support to create and publicize a series of videos explaining and promoting a new online library of open-access philosophy texts. Called the Philosophy Teaching Library, this new collection will both be scholarly, employing a peer review process, and accessible, aimed at serving instructors, students, and the general public. While a pilot project, the library builds on work already accomplished by the Philosophy as a Way of Life network. From 2019 to 2021, the network produced a number of scholarly, open access articles on philosophical traditions that focus on applying philosophy to everyday life. This collection of articles currently receives over 5,000 visitors per month. Despite the success of these scholarly works, however, they are accessible only to a limited number of instructors and college students. With the funds provided by the APA Small Grant Fund, we will promote the library to an expansive public and academic audience.

## Basic Information

### Project Coordinator(s)

Robert Siscoe

### Steering Committee

- Barry Lam, Philosophy Professor at UC Riverside
- Christian Miller, Philosophy Professor at Wake Forest

### Funding Amount Requested

\$4,000

### Expected Project Completion Date

May 2026

## Project Description

Previous Groundwork Laid for the Project/Project History:

Contemporary philosophy has progressively become more theoretical and abstract, focused on solving isolated, ivory-tower puzzles and moving away from practical questions related to what makes life meaningful. Against this trend, Pierre Hadot argued that philosophy is not just a detached, academic pursuit. Hadot, founder of the contemporary “philosophy as a way of life” movement, pointed out that, for the ancients, philosophy was both deeply communal and practically oriented. Building on these insights, philosophers at the University of Notre Dame, Wesleyan University, and Fordham University, with funding from the National Endowment for the Humanities and the Andrew W. Mellon Foundation, sought to further explore the “philosophy as a

way of life” approach. This movement demonstrated the personal value and social usefulness of philosophy, not just for students, but for anyone that endeavors to live a more philosophical life.

Students and the general public naturally find themselves gripped by the questions PhiLife raises: what makes a life good, how to reconcile apparently conflicting beliefs, and what we owe to ourselves or others. Because of this, readings based around PhiLife traditions are an engaging entry point into philosophy. Some of the most widely used scholarly works from the PhiLife project are a collection of 50 freely accessible philosophy articles from a range of philosophical time periods and traditions. These works are used as guides to texts and topics which emphasize the PhiLife approach, serving as both introductions to PhiLife research for scholars and educational tools for students. Because they are high-quality works of scholarship, these essays have become some of the most popular works produced by the PhiLife network, with the current collection of essays receiving over 5,000 views per month during the academic year. Example essays can be found at the following links:

#### Annotated Primary Texts-

Learn to Live Well: Learning from Aristotle’s Nicomachean Ethics

(<https://godandgoodlife.nd.edu/resource/learn-to-live-well-aristotle/>)

Doubt Everything: Should We Follow the Method of Descartes’s Meditations?

(<https://godandgoodlife.nd.edu/resource/doubt-everything-descartes/>)

Choose Your Meaning with the Existentialists Jean-Paul Sartre and James Baldwin

(<https://godandgoodlife.nd.edu/resource/choose-your-meaning-jean-paul-sartre-and-james-baldwin/>)

Up until now, these scholarly texts have been hosted on Notre Dame’s “God and the Good Life” course website and linked directly by network members on their own academic and course websites. This has made it difficult for a broader audience to find and access PhiLife scholarship.

Because of their popularity, we are now in the process of gathering all of these essays onto one digital platform. In order to accomplish this, we will establish a new, open-access website through the University of Notre Dame called the Philosophy Teaching Library. The ultimate aim is to build up an extensive library of peer-reviewed readings that embody the PhiLife approach, making them easily searchable by philosophical tradition, time period, and topic so that they can be accessed by instructors, students, and the general public.

#### Overview of New Work

Once the Philosophy Teaching Library is created, there will be an immediate need to promote and explain the Library to both academic and public audiences. To begin with, we will need to demonstrate the usefulness of the Library to philosophy instructors, making the case that Library texts will be helpful for including in their classes and sharing with their students. Furthermore, we

will need to promote the Library to a public audience that might not have any familiarity with academic philosophy or the value the philosophy can have for their everyday lives.

In order to accomplish these goals, we propose to create a series of high-quality videos that both explain the Library, walking potential users through the resources we offer along with the benefits of reading many of the great philosophical texts. These videos will be produced by a contractor that will work with Dr. Robert Siscoe, the inaugural Editor-in-Chief of the Philosophy Teaching Library, to script, shoot, and edit the videos with particular attention paid to drawing in those who are not already familiar with philosophy and the role that philosophy can play in their everyday lives.

These videos will then be embedded within the Library website and shared through the social media pages created for the Philosophy Teaching Library, drawing new users to the site as well as demonstrating how they might use it both personally and in the classroom. The videos will also be promoted through a number of philosophy announcement boards and blogs, including all of the following:

PhiLife network Mailing List (Our internal mailing list of PhiLife network members)

PhiLife Instructor Community Facebook Page (Created under the Mellon grant)

The Philos-L Listserv (A popular academic philosophy mailing list with 13,000 recipients)

The Blog of the American Philosophical Association

The Daily Nous (Academic philosophy news blog)

Philosophers' Cocoon (A blog for early career philosophers)

Dr. Siscoe is already a pedagogy contributor at the Blog of the American Philosophical Association, the Daily Nous, the Philosopher's Cocoon, and Philosophy, Ethics, and Academia, an ongoing relationship that will then be used to promote the videos created by the Library. He will use these popular philosophy venues to share the videos produced by the project, both calling attention to the videos themselves and making the case for the value of the Philosophy Teaching Library.

Furthermore, as a previous member of the Philosophy as a Way of Life Project, Dr. Siscoe will share the results of the project with the wider Philosophy as a Way of Life Network. This will be accomplished via two different mediums. First, the Philosophy as a Way of Life project maintains an Instructor Community page on Facebook with over 350 members who are either graduate students or faculty members in a philosophy department. Secondly, The Philosophy as a Way of Life project maintains an email listserv for all members of the PWOL network. Siscoe will share the results of the project in both forums, providing a summary of the results of the project as well as calling attention to the series of videos that explain and promote the Library.

## Project Impact

As explained in the project description, once the Philosophy Teaching Library is created, there will be an immediate need to promote and explain the Library to both academic and public audiences. We will need to demonstrate the usefulness of the Library to philosophy instructors, making the case that Library texts will be helpful for including in their classes and sharing with their students. We will also need to promote the Library to a public audience that might not have any familiarity with academic philosophy or the value the philosophy can have for their everyday lives. This project will support these goals, explaining and promoting the Philosophy Teaching Library to a wider audience.

## Project Goals

- Our overall goal is to create a series of high-quality videos explaining and promoting the Philosophy Teaching Library. This will be accomplished through the following sub-goals:
- Contract a video producer to create a series of videos that explain and promote the Philosophy Teaching Library.
- Work with the video producer to script, shoot, and edit the videos with particular attention paid to drawing in those who are not already familiar with philosophy and the role that philosophy can play in their everyday lives.
- Work with units at Notre Dame to ensure that the digital infrastructure can support and sustain the Philosophy Teaching Library with an expanded collection of primary texts and the series of explainer videos promoting its core functionality.
- Establish and regularly update social media pages for the Philosophy Teaching Library on Facebook, Instagram, X, and LinkedIn. These pages will then serve as spaces to share the series of videos promoting and explaining the resources provided by the Library.
- Promote the new library through a variety of advertising channels, including PhilPapers, the PhiLife network Mailing List, PhiLife Instructor Community Facebook Page, The Philos-L Listserv, The Blog of the American Philosophical Association, The Daily Nous, and the Philosophers' Cocoon.

## Project Timeline

### Project Timeline

The team proposes a twelve-month, three phase timeline, beginning in July 2025:

#### Phase 1: Capacity-Building (July 1, 2025 - August 31, 2025)

Dr. Siscoe work with the Editorial Assistant to oversee preparation and capacity-building for the Philosophy Teaching Library website as well as its social media pages, including all of the following:

-Work with units at Notre Dame to ensure that the digital infrastructure can support and sustain the Philosophy Teaching Library with an expanded collection of primary texts and the series of explainer videos promoting its core functionality.

-Establish and regularly update social media pages for the Philosophy Teaching Library on Facebook, Instagram, X, and LinkedIn. These pages will then serve as spaces to share the series of videos promoting and explaining the resources provided by the Library.

-Contract a video producer to create a series of videos that explain and promote the Philosophy Teaching Library.

Phase 2: Creating the Videos (September 1, 2025 - December 31, 2025)

With the video producer hired and the website and social media pages of the Philosophy Teaching Library able to share content, Dr. Siscoe will then turn to working with the video producer to create the promotional video series. This will include the following:

-Work with the video producer to create a script for the videos, deciding on the number of videos necessary to accomplish the goals of the Library as well as their length, subject matter, and form.

-Shoot and edit the videos with particular attention paid to drawing in those who are not already familiar with philosophy and the role that philosophy can play in their everyday lives.

Phase 3: Promoting the Library (January 1, 2026 – May 31, 2026)

Once the videos have been completed, they will be ready for use in promoting The Philosophy Teaching Library. These activities will include the following:

-The videos, and the library as a whole, will be advertised through a variety of advertising channels, including the PhiLife network Mailing List, PhiLife Instructor Community Facebook Page, The Philos-L Listserv, The Blog of the American Philosophical Association, The Daily Nous, the Philosophers' Cocoon, and the Library's social media pages on social media on Facebook, Instagram, X, and LinkedIn,

-Dr. Siscoe and Dr. Blaschko will ensure that the Philosophy Teaching Library is well-integrated with the God and the Good Life course at Notre Dame to secure its institutional sustainability.

The timeline is reasonable for the work that we have proposed. During the summer of 2025, Dr. Siscoe will have the opportunity to build the capacity of the Philosophy Teaching Library, and he will then be able to turn his attention to creating the videos alongside the video producer in the fall. Once the videos have been completed, the spring semester of 2026 will be used to promote both the videos produced through the granting activities along with the library as a whole.

### **Project Outreach**

In order to reach our target audience, the newly produced videos will be advertised at all of the following venues, reaching both the already existing PhiLife network as well as the broader philosophical community:

-PhiLife network Mailing List (Our internal mailing list of PhiLife network members)

- PhiLife Instructor Community Facebook Page (Created under the Mellon grant)
- The Philos-L Listserv (A popular academic philosophy mailing list with 13,000 recipients)
- The Blog of the American Philosophical Association The Daily Nous (Academic philosophy news blog) -The Philosophers' Cocoon (A blog for early career philosophers)

All the essays will also be added to PhilPapers.org, a non-profit service of the Center for Digital Philosophy providing a comprehensive index of the research literature in philosophy. We will also establish and regularly update social media pages for the Philosophy Teaching Library on Facebook, Instagram, X, and LinkedIn. These pages will then serve as spaces to share and promote the newly produced videos and the resources provided by the Library.

### **Accessibility Plan**

In making all of the library open access, we will already remove a significant barrier to access for underfunded institutions, scholars, and students, but we also plan to take other steps to increase the accessibility of the Philosophy Teaching Library. Our digital collection, including the series of videos produced through the grant, will be formatted using accessibility guidelines from the Notre Dame Web Accessibility Initiative and the ADA standards required for U.S. universities, making the website and videos accessible to people with visual and auditory impairments.

### **Evaluation Plan**

#### Evaluation Plan

This grant will be evaluated according to how well it accomplishes the Project Goals. Some of the goals are straightforward to assess, and will be reported as either complete or incomplete. These goals include:

- Contract a video producer to create a series of videos that explain and promote the Philosophy Teaching Library.
- Work with the video producer to script, shoot, and edit the videos with particular attention paid to drawing in those who are not already familiar with philosophy and the role that philosophy can play in their everyday lives.
- Work with units at Notre Dame to ensure that the digital infrastructure can support and sustain the Philosophy Teaching Library with an expanded collection of primary texts and the series of explainer videos promoting its core functionality.
- Establish and regularly update social media pages for the Philosophy Teaching Library on Facebook, Instagram, X, and LinkedIn. These pages will then serve as spaces to share the series of videos promoting and explaining the resources provided by the Library.

-Promote the new library through a variety of advertising channels, including PhilPapers, the PhiLife network Mailing List, PhiLife Instructor Community Facebook Page, The Philos-L Listserv, The Blog of the American Philosophical Association, The Daily Nous, and the Philosophers' Cocoon.

With the longer-term goals of the Library, however, like bringing philosophy to a wider public audience, it is more difficult to determine how well they have been accomplished. Here, we will evaluate the Library primarily by how much it is used – the number of visitors to the collection, the amount of time visitors spend on the site, and the variety of regions from which the Library draws visitors. These metrics will be collected and evaluated through the back-end of the Library website. We will also evaluate the series of videos for viewership, along with the amount of traffic that the videos draw from social media to the Library landing page.

### Online Presence

This project will create a first-of-its-kind digital collection of scholarly, open access articles, the Philosophy Teaching Library. This website will be hosted at <https://philolibrary.crc.nd.edu/>, and we will also create social media pages for the library on Facebook, Instagram, X, and LinkedIn.

<https://philolibrary.crc.nd.edu/>

### Budget Narrative

In order to attract college students and members of the general public, the videos promoting the Library will need to be created by a video producer with an eye towards creating visually-appealing digital resources. The majority of the funding from the APA small grant will go directly towards hiring this video specialist, and the library will then be able to be maintained by Dr. Siscoe, Dr. Blaschko, and the God and the Good Life team at Notre Dame, as the articles from the library will be used by these faculty members for continued research and instruction.

### Project Staffing

Robert Siscoe (Project Coordinator) is a Postdoctoral Research Fellow at the University of Notre Dame and the inaugural Editor-in-Chief of the Philosophy Teaching Library. Dr. Siscoe will oversee the creation of the Library's website and the video series, ensuring that they appeal both to academic and public audiences. In the Fall of 2024, Dr. Siscoe will move to Bowling Green State University as a tenure-track assistant professor of philosophy. This move, however, will not undermine his ability to coordinate the activities described in this application, as he will remain the Editor-in-Chief of the Philosophy Teaching Library, overseeing all aspects of its daily operation and maintenance.

Paul Blaschko is an Assistant Teaching Professor of Philosophy at the University of Notre Dame and will serve to coordinate the development of the library, working with designers and web developers in the university's Marketing and Communications department to structure and advertise the website. Furthermore, as a lead for the God and the Good Life team at the University

of Notre Dame, Dr. Blaschko will ensure that the digital infrastructure for the Philosophy Teaching Library is maintained as a part of the institutional footprint of the God and the Good Life course.

The Video Producer will be contracted by Dr. Siscoe to produce the series of videos described in this application, with priority given to those who have worked with the God and the Good Life team previously to provide high-quality videos that are embedded within the course website. Dr. Siscoe will direct the video producer to develop a script, shoot, and edit the videos before then including them in the Philosophy Teaching Library website and promoting them on social media and across a number of public philosophy spaces.

The Editorial Assistant will assist Dr. Siscoe in establishing the website for the Library and creating an efficient and streamlined review process. They will then play a role in creating social media content and keeping the Library webpages updated in preparation for the promotion of the videos.

### **Other Funding Sources**

Along with the grant funds supplied by the APA Small Grant fund, we also plan to draw on a number of other financial and non-financial resources. Using existing HR hiring policies and procedures for student workers, Notre Dame has recruited and hired an undergraduate student worker who will serve as the Editorial Assistant for the new library. This editor will work with Dr. Siscoe to create an efficient and streamlined review process for both invited contributions and submissions for the open call. They will also proofread, copyedit, and format all accepted articles for publication in the library.

Ongoing funding for the project will also be supplied by instructional material funds for the University of Notre Dame's God and the Good Life course. After the granting period is over, the library will be maintained by Dr. Siscoe and Dr. Blaschko and the full-time faculty associated with the God and the Good life course at Notre Dame, as the articles from the library will be used by these faculty members for continued research and instruction.

Additionally, in order to attract the general public, the library logo and landing page were created by a web designer with an eye towards creating a well-organized and visually-appealing website. This one-time cost was provided by the APA Berry Fund at a cost of \$1,000. The library will now be maintained by Dr. Siscoe and the God and the Good Life team at Notre Dame, as the articles from the library will be used by these faculty members for continued research and instruction.





# Robert Weston Siscoe

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## EMPLOYMENT

**Assistant Professor of Philosophy | Bowling Green State University | August 2024 – Present**  
**Postdoctoral Fellow | University of Notre Dame | September 2022 – Present**  
Grant: *Virtues and Vocations* | Supervisor: Suzanne Shanahan  
**FWF Research Fellow | University of Graz | August 2020 – Present**  
Grant: *Knowing, Checking, and Other Epistemic Standings* | Supervisor: Guido Melchior  
**Postdoctoral Fellow | University of Cologne | October 2021 – August 2022**  
Grant: *Epistemology & the Kantian Tradition* | Supervisor: Sven Bernecker  
**Mellon Course Design Coordinator | University of Notre Dame | August 2020 – August 2022**  
Grant: *Philosophy as a Way of Life* | Supervisor: Meghan Sullivan  
**Dean's Postdoctoral Fellow | Florida State University | August 2020 – August 2021**

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## EDUCATION

**PhD | University of Arizona | Philosophy, 2020** | Dissertation: *Grounding and Rationality*  
**Visiting Researcher | University of Notre Dame, 2019** | Faculty Advisor: Richard Cross  
**Visiting Researcher | Rutgers University, 2018** | Faculty Advisor: Jonathan Schaffer  
**Visiting Researcher | Brown University, 2017** | Faculty Advisor: Joshua Schechter  
**MA | Northern Illinois University | Philosophy, 2015** | *Outstanding Student in Philosophy*  
**BA | Olivet Nazarene University | Philosophy, 2011** | *Summa Cum Laude*  
**Study Abroad | Oxford University | Philosophy | 2009**

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## PEER-REVIEWED PUBLICATIONS

### RESEARCH

- Forth. 1. [Ignorance and Awareness](#) | *Nous* (with Paul Silva)  
2. [The Epistemic Aims of Democracy](#) | *Philosophy Compass*  
3. [Epistemic Democracy and the Truth Connection](#) | *Public Reason*  
4. [Grounding and the Epistemic Regress Problem](#) | *Erkenntnis*
- 2023 5. [Being Rational Enough](#) | *Australasian Journal of Philosophy* 101.1: 111-127  
6. [Checking and Inquiry](#) | *Acta Analytica* 38: 69-78 (Invited comments on Guido Melchior's *Knowing and Checking*)
- 2022 7. [Grounding, Understanding, and Explanation](#) | *Pacific Philosophical Quarterly* 103.4: 791-815  
8. [Rational Supererogation and Epistemic Permissivism](#) | *Philosophical Studies* 179: 571-591  
9. [Thomas Reid, the Internalist](#) | *Journal of Modern Philosophy* 4.1: 10  
10. [Credal Accuracy and Knowledge](#) | *Synthese* 200.163  
11. [Real and Ideal Rationality](#) | *Philosophical Studies* 179: 879-910  
12. [Accuracy Across Doxastic Attitudes](#) | *American Philosophical Quarterly* 59.2: 201-217
- 2021 13. [Belief, Rational and Justified](#) | *Mind* 130.517: 59-83  
14. [Grounding and A Priori Epistemology: Challenges for Conceptualism](#) | *Synthese* 199: 1145-11463  
15. [Does Being Rational Require Being Ideally Rational?](#) | *Philosophical Topics* 49.2: 245-266  
16. [No Work for a Theory of Epistemic Dispositions](#) | *Synthese* 198.4: 3477-3498.
- 2020 17. [Stoic Virtue: A Contemporary Interpretation](#) | *Philosopher's Imprint* 20.18: 1-20  
18. [The Demandingness of Virtue](#) | *Journal of Ethics and Social Philosophy* 18.1: 1-22  
19. [Incoherent but Reasonable](#) | *Social Theory and Practice* (with Alex Schaefer) 46.3: 573-603

### TEACHING

- Forth. 20. [Philosophical Dialogue for Beginners](#) | *AAPT Studies in Pedagogy* (with Zac Odermatt)  
21. [Teaching and Learning Guide: The Epistemic Aims of Democracy](#) | *Philosophy Compass*
- 2022 22. [Seeking to Understand: Small Group Dialogues on Race & Gender](#) | *Teaching Philosophy* (with Zac Odermatt)  
23. [Condorcet's Jury Theorem and Democracy](#) | *1,000 Word Philosophy: An Introductory Anthology*
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## PUBLIC PHILOSOPHY & POPULAR TEACHING CONTRIBUTIONS

- 2023
1. [The Empathetic Democracy](#) | *The Prindle Post*
  2. [Learning to Live, Not Just to Think](#) (w/ co-authors) | *Blog of the American Philosophical Association*
  2. [Philosophical Dialogue 101](#) | *Blog of the American Philosophical Association*
  3. [Optimal Work: Making Work an Expression of Your Highest Ideals](#) | *Good Work*
  4. [Honesty and the Academic Vocation](#) | *The Prindle Post*
  5. [The Ethical Tradeoffs of Medical Surveillance](#) | *The Prindle Post*
  6. [Ideal Justice, Nonideal Justice, and Affirmative Action](#) | *The Prindle Post*
  7. [Education, Entrepreneurship, & Character](#) | *Good Work*
  8. [Intellectual Humility and the Public Square](#) | *The Prindle Post*
  9. [Degrees of Rationality](#) | *New Work in Philosophy*
  10. [The Moral Virtues and the Aims of the University](#) | *The Prindle Post*
  11. [Character in Times of Crisis](#) | *Good Work*
  12. [Should the Government Mandate Virtue?](#) | *The Prindle Post*
  13. [Are Voters to Blame for the Polarization Crisis?](#) | *The Prindle Post*
- 2022
14. [Civic Education as an Antidote to Polarization](#) | *Good Thought*
  15. [Intergroup Dialogue in the Philosophy Classroom](#) (w/ Zac Odermatt) | *Daily Nous*
- 2021
16. [What Makes a Course Effective?](#) | *Blog of the American Philosophical Association*
  17. [FSU Undergraduate Philosophy Club](#) (w/ Dan Crook) | *Blog of the American Philosophical Association*
- 2020
18. [What Makes a Course Engaging?](#) | *Blog of the American Philosophical Association*
  19. [How Do I Know if I'm Improving at Online Teaching?](#) | *Philosopher's Cocoon*
  20. [How Should We Grade Students During a Pandemic?](#) | *Daily Nous*
  21. [Creating Community in the Online Format](#) | *Philosophy, Ethics, Academia*
  22. [No Online, Ed-Tech Tool Will Save the Fall Semester](#) | *Blog of the American Philosophical Association*
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## SELECTED PRESENTATIONS

2024	"What Kind of Concept is Justice?"	Central APA, Symposium
2023	"Political and Epistemic Goods"	Markets & Society Conference
	"The Structure of Justice"	Notre Dame Institute for Ethics & Society (Australia)
	"Philosophical Dialogue & Polarization"	Pacific APA, AAPT Presentation
	"Immortality and the Live Worth Living"	Morehead State University
	"Awareness by Degree" (w/ Paul Silva)	University of Bonn Temple University George Fox University
	"The Structure of Factive States" (w/ Paul Silva)	University of Hamburg
	"Ignorance, Knowledge, and Gradability"	CONCEPT, University of Köln
	"Suspicion and Degrees of Ignorance"	Eastern APA Colloquium
	"PWOL Dialogues on Race and Gender"	Eastern APA, AAPT Poster
2022	"Speaking of Virtue"	Loyola University Chicago University of Arkansas
	"Justification and Rationality"	SUNY Oswego Köln Center for Information, Language, & Philosophy
	"Aristotle on Overcorrection"	University of Mary
	"Stoic Virtue"	Minot State
	"Reed on Concessive Knowledge Attributions"	Pacific APA Colloquium
	"Student-Led Dialogue & Controversial Issues"	Pacific APA, AAPT Presentation

	“Mentoring Underrepresented Students”	Central APA, AAPT Poster
	“Can Acts Be Rationally Supererogatory?”	Eastern APA Colloquium
2021	“Checking and the Argument from Inquiry”	Maribor Knowing and Checking Symposium
	“Aspects of Rational Belief”	CONCEPT Brown Bag
	“Mentoring Best Practices”	FSU Program for Instructional Excellence
	“Are Justified and Rational Belief the Same?”	Central European University Lingnan University Santa Clara University Niagara University
	“Belief, Rational and Justified”	Canadian Philosophical Association Congress
	“Knowledge and Accurate Credences”	Central APA Colloquium
	“Peer Dialogue: What, Why, and How”	Central APA Teaching Hub Pacific APA Teaching Hub
	“Is Social Media Undermining Democracy?”	FSU Public Philosophy Series
	“Virtue and Rationality: Semantic Connections”	UA Seminar on Ethics and Rationality
2020	“Grounding and Understanding”	Early Career Epistemologists Network
	“Epistemic Democracy”	ECPR Political Epistemology Summer School
	“Contextual Rationality”	Florida State PGSA Working Group
2019	“Grounding and the A Priori”	Johns Hopkins Graduate Conference Vancouver Summer Philosophy Conference
2018	“Ideal Rationality in an Everyday Context”	American Catholic Philosophical Association Canadian Philosophical Association Congress Central APA Colloquium
	“Ontological Priority and Epistemic Regress”	Brown Philosophy Graduate Forum
	“Conceptual Knowledge of Grounding”	Northwestern/ND Epistemology Conference

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#### FELLOWSHIPS & AWARDS

2023	Beyond the Ivory Tower Writing Workshop, Northeastern University Honesty Seminar Participant, Wake Forest
2022	APA Small Grant Recipient, Chapter Seed Grants for the Minorities and Philosophy Mentoring Program
2021	Oxford Workshop on Global Priorities Research, Selected Participant APA Mentoring the Mentors Workshop, Selected Participant
2020	Summer School on Political Epistemology, Keele University
2019	Social Sciences Dissertation Fellowship Princeton Seminar on Rationality University of Arizona Graduate Student Travel Stipend
2018	Cognitive Science Interdisciplinary Research Grant APA Graduate Student Travel Stipend Princeton Seminar on Philosophical Anthropology Truth in Augustine’s City of God Seminar, Berkeley University of Arizona Graduate Student Travel Stipend
2017	APA Graduate Student Travel Stipend Moral Philosophy in Smith, Hume, and Austen Seminar

## TEACHING

### Instructor:

Philosophy as a Way of Life | FSU | *Spring 2021*  
Philosophy of Race, Class, and Gender | FSU | *Spring 2021*  
Philosophy as a Way of Life | FSU | *Fall 2020* (2 Sections)  
Medical Ethics | UA | *Summer 2020*  
Environmental Ethics | UA | *Spring and Summer 2018*  
The Moral Mind | UA | *Summer 2017*  
Epistemology | ONU | *Fall 2017*  
Business Ethics | UA | *Summer 2016*  
Pre-Calculus & Trigonometry | Teach for America | *2012*  
Algebra II | Teach for America | *2012*  
Pre-Algebra | Teach for America | *2011*

### Teaching Assistant:

God and the Good Life | Notre Dame | *Fall 2020*  
Philosophy of Happiness | UA | *Fall 2019*  
Ethics and Economics of Wealth Creation | UA | *Fall 2018*  
Philosophical Perspectives | UA | *Fall 2016*  
Logic and Critical Thinking | UA | *Fall 2015*  
Knowledge and Justification | NIU | *Spring 2014*  
Introduction to Philosophy | NIU | *Fall 2014*  
Contemporary Moral Issues | NIU | *Spring 2013*  
Logic and Critical Reasoning | NIU | *Fall 2013*  
Introduction to Philosophy | ONU | *Fall 2010*

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## SERVICE & PROFESSIONAL ASSOCIATIONS

APA Seed Chapter Organizer, Mentoring Program [2022-2023]  
AAPT Teaching Hub Organizer, Central APA [2022]  
Founder, FSU Mentoring Program [2020-2021]  
Faculty Advisor, FSU Philosophy Club [2020-2021]  
Conference Organizer, Political Engagement Symposium [2020], Origins of Political Economy Conference [2018], Moral Responsibility: The Next Generation Conference [2017]  
Editor, *Exemplars of Truth* by Keith Lehrer & *Knowing and Checking* by Guido Melchior  
Associate Editor, *Social Philosophy and Policy* [2017-2019]  
Referee, *Oxford University Press, Mind, Philosophy and Phenomenological Research, Nous, Philosophical Studies, Synthese, Erkenntnis, Canadian Journal of Philosophy, Social Theory and Practice, Acta Analytica*

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## REFERENCES

Meghan Sullivan | Postdoctoral Supervisor, University of Notre Dame | [sullivan.329@nd.edu](mailto:sullivan.329@nd.edu)  
Sven Bernecker | Postdoctoral Supervisor, UC Irvine and University of Cologne | [sberneck@uci.edu](mailto:sberneck@uci.edu)  
Stewart Cohen | Dissertation Committee, University of Arizona | [cohens@arizona.edu](mailto:cohens@arizona.edu)  
John Schwenkler | Postdoctoral Colleague, University of Illinois | [jschwenk@illinois.edu](mailto:jschwenk@illinois.edu)  
Juan Comesana | Dissertation Committee, Rutgers University | [comesana@gmail.com](mailto:comesana@gmail.com)  
Joshua Schechter | Dissertation Committee, Brown University | [joshua\\_schechter@brown.edu](mailto:joshua_schechter@brown.edu)  
Michael Bishop | Teaching Letter, Florida State University | [mbishop@fsu.edu](mailto:mbishop@fsu.edu)

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