

Proposal for funding from the American Philosophical Association

Department of Philosophy

University of Memphis

Project Director: Deborah Tollefsen, Associate Professor and Chair

Assistant Project Director: Michael Burroughs, Graduate Student

Purpose and Benefits to the Profession

We are seeking funding from the American Philosophical Association to support *Philosophical Horizons*, an outreach program of the Department of Philosophy at the University of Memphis. The program aims to introduce the history and practice of philosophy to Memphis children, particularly those who are socio-economically disadvantaged and to those schools that are the least likely to have the resources to implement Philosophy for Children (P4C) into their curriculum. This program extends our department's long term commitment to diversity within our University and within the Philosophical profession. A detailed description of the program is attached.

We ran a pilot version of this program during the 2008-2009 academic year. Three graduate students from our department ran a philosophy discussion group at Hickory Ridge Middle School once a week. We are now in the process of expanding the program. During the 2009-2010 academic year we will continue the discussion group at Hickory Ridge Middle School and we will also offer an Introduction to Philosophy course, called *Values in the Modern World*, at Booker T Washington High School. This course will be taught by one of our graduate students. We will also be partnering with the University of Memphis Campus Elementary School and the University of Memphis Barbara K. Lipman Early Child and Research School. These partnerships will allow for the training of graduate and undergraduate students as practitioners of philosophy for children. We hope to add two additional Middle Schools and three additional High Schools over the next five years, for a total of nine schools.

Programs like ours benefit the profession in a number of ways:

Our focus is on Middle and High School students. Introducing students to Philosophy at this age promises to produce more students interested in Philosophy at the college level. Philosophy has always been at a disadvantage because unlike math, history, and English, students have no exposure to Philosophy in primary and secondary education. Indeed, many students go through college never having been exposed to Philosophy. Introducing Philosophy to children recruits young adults to Philosophy and thus helps to ensure that Philosophy departments will have the enrollment they need to continue their programs and make a case for tenure track lines in Philosophy.

Our program not only introduces children to Philosophy, it introduces Philosophy for Children and the role of Philosophy in a liberal education, to administrators, educators, teachers, and parents. If there is a demand for Philosophy in the schools this will directly impact the demand for courses in Philosophy and may actually produce jobs for Philosophers in primary and secondary institutions and in areas such as curriculum development. As interest grows, teaching is required, and philosophy as a profession grows.

Our program targets schools whose students are from groups underrepresented in Philosophy. In 2009-2010 we will be in two "Title 1" schools and in the 2010-2011 we will be targeting an all-women High School. Reaching these students will, in the long term, change the character of college classrooms, draw more diverse students to Philosophy, and promises to make the profession itself more diverse.

The U.S. is clearly focused on primary and secondary educational reform. Programs like ours draw attention to the fact that students with Philosophical training perform better on standardized tests, achieve higher levels of reading comprehension, and develop exceptional writing and communication skills. This, in turn, draws attention to the profession of Philosophy and ensures that it will play a role in educational reform.

Our program trains graduate students in the theory and practice of Philosophy for Children. They will take this training with them to other institutions and communities, helping to perpetuate the benefits listed above.

The phrase "engaged scholarship" is ubiquitous across University and College campuses. Administrators are keen to see departments putting their research to work and partnering with the community in a way that produces change. Cross disciplinary work, partnerships with community organizations and businesses, and interaction with local communities ensures that the University will not become obsolete. The profession of Philosophy needs to guard against the perception that it is *disengaged*. Our program engages with the local community on a number of different levels. We are reaching children, parents, teachers, administrators, and community organizations and these connections are leaving a lasting and positive impression of professional Philosophy.

Budget

This proposal focuses on two expenses for the 2009-2010 academic year. Where applicable we have noted dates of expenditures.

Culminating Experience:

Each year students in our High School and Middle School programs will be brought to the campus of the University of Memphis for a culminating experience. The culminating experience for the first year of our program will involve a performance of Plato's *Apology*. April 15-16, 2010, Emmy-award winner Yannis Simonides will bring his masterful interpretation of Plato's timeless classic to the University of Memphis and the local community. (For information on a recent performance at UNC please see <http://www.ncplato.com/index.html>) Mr. Simonides will offer us two performances. The first performance will be for participants in our program and local High School and Middle School students. Mr. Simonides will then have lunch with participants in our Philosophical Horizons Program. The second performance will be at night and open to the public. The aim of the second performance is to draw attention to the Philosophical Horizons program within the local community and the role that Philosophy plays within higher education.

The performance fees for this production are 3500.00 per performance. We are asking the APA to support the student performance on April 15th and the reception after performance for Philosophical Horizons students

Performance fees:	3,500.00
Reception, approximately 100 people—including faculty and students	1,000.00

Video-taping equipment

The training of undergraduates and graduate students to teach philosophy to children requires documentation of discussions with children. It is absolutely essential that practitioners be able to view themselves, their interaction with children, and the interactions among children in order to develop skills that help to facilitate classroom discussion. In addition, documentation of discussions and dialogues with children is essential for the purposes of receiving external funding as it provides documentation of the programs ability to achieve its outcomes.

Digital camcorder with tripod	600.00
Extra battery and storage bag	200.00

Total funds requested: 5,300.00

Other Funding and Dissemination of Information

The Department of Philosophy at the University of Memphis received a grant of \$5,400.00 from the Squire Foundation to host a Philosophy for Children conference in September of 2009. Keeping the Child in Mind: A conference on the Philosophy for Children will take place on September 11 and 12, 2009.

Gareth Matthews, philosophy professor at the University of Massachusetts and author of *Philosophy and the Young Child* (1980), *Dialogues with Children* (1984), and the *Philosophy of Childhood* (1994) will be the keynote speaker. Local teachers and administrators, as well as the general public are invited to attend.

Part of the requirements of this grant is that we provide a document that describes our program and how it was developed in order that it might be given to other members of the APA who are interested in starting a program like ours. The Squire Foundation is particularly interested in hearing about our efforts to build partnerships with local teachers and principals.

The Department of Philosophy at the University of Memphis received a 3 year Tennessee Board of Regents Access and Diversity grant (93,500) to help support our program. This grant provides the resources to have a conference each year on the Philosophy for Children (funds from this grant will support Keeping the Child in Mind as well). It provides a stipend for the faculty advisor who is responsible for offering the Philosophy for Children courses that will train students to go into the schools and for assessing their performance. It pays for the cost of having the program (and thus the children in the program) assessed by educational assessment experts from the college of education at the University of Memphis. It provides gas and mileage reimbursement for those traveling to local schools to run discussion sections or teach a course. It also provides the funds for a Philosophy retreat. In the final year of our grant we will be bringing High School students in our program to campus for a weekend of philosophical discussion, fun, and a chance to experience campus life.

The grant also provides travel money for undergraduate and graduate students participating in our program as instructors and discussion leaders to present their work at conferences focusing on Philosophy for Children. The results of our program, therefore, will be disseminated to other philosophers. Michael Burroughs will be presenting a paper at the Eastern Division Meeting in December 2009 on his work at Hickory Ridge Middle School and the development of our program.

Philosophical Horizons
An Outreach Program of the Department of Philosophy
University of Memphis

Mission: The Department of Philosophy at the University of Memphis aims to introduce the history and practice of philosophy to Memphis children, particularly those who are socio-economically disadvantaged and to those schools that are the least likely to have the resources to implement Philosophy for Children (P4C) into their curriculum.

Rationale: Why Philosophy? Philosophy deals with fundamental issues regarding the nature of human beings and the meaning of life. Philosophical training involves the development of critical thinking and analytic skills. These skills allow one to formulate positions clearly, with precision and depth, and to critically reflect on the positions offered by others. Philosophy teaches one to think and write well and, to the extent that it does, it prepares students for any career or discipline they might choose to pursue. Introducing Philosophy to children in Memphis will have the effect of enriching Philosophical discourse and Philosophical practice. By bringing Philosophy to children, we hope to bring new voices to Philosophy and to the Humanities in general.

▪ **Background:** Philosophical Horizons has affinities with a movement in Philosophy called *Philosophy for Children* (P4C). This movement began in the 1960s and has resulted in the implementation of Philosophy into pre-college curricula across the United States and world-wide. Philosophy for Children remains, however, a curriculum for the privileged. It is implemented in schools that have the economic resources to hire philosophers or train their teachers and is often offered to students deemed “gifted.” Our program directly targets schools that are the least likely to have the resources to offer Philosophy for Children. In doing so, we hope to enable giftedness.

Method: The history of philosophy and philosophical methodology will be introduced to students through discussion groups lead by Graduate students and undergraduate majors from the Department of Philosophy at the University of Memphis. In addition, introductory Philosophy courses will be offered at select High Schools. High School students enrolled in this course will be able to receive college credit through the University of Memphis dual enrollment program. Philosophy for Children courses and conferences will be offered at the University of Memphis to train local teachers to implement Philosophy in their classroom. Each year children participating in the Philosophical Horizons program (all age levels) will be brought to the University of Memphis campus for a culminating experience. In April 2010 the culminating experience will be a performance of Plato’s *Apology* (see description below).

Goals:

1. Increase academic achievement among Memphis City School students as evidenced in written work and oral participation.
2. Enable giftedness among students in the Memphis City School system.
3. Enhance diversity within the University of Memphis community and promote educational cooperation between students and secondary education faculty from the Memphis City Schools and students and higher education faculty from the University of Memphis.

Assessment:

1. Pre-test: participants will be given a brief test prior to the start of the course that will assess their critical reasoning skills, their persuasive writing skills, and their ability to apply higher order thought in novel contexts. A similar test will be administered at the end of the course.
2. Portfolios of High School course work: writing samples and essay exams will provide material to assess whether the program is meeting the goals of instilling analytic skills.
3. Participants will complete a survey during the first meeting that asks for their impressions regarding expectations for their own education, their interest in a college education, their familiarity with classroom etiquette, and their understanding of the role and importance of critical thinking. A similar survey will be administered at the end of the program to see if participation changed their view of their own potential as a college student and their understanding of the skills needed to succeed in the college classroom.
4. Student tracking. Student participants will be asked to inform us of their educational and career choices and test scores on standardized tests for several years.
5. Video and audio taping of classroom discussions will be used to assess outcomes.

Training and placement:

Graduate students and undergraduate Philosophy majors interested in participating as group discussion leaders must complete a readings and research course prior to placement in a school. This course will meet once a week and will explore texts from both the philosophy of childhood and philosophy for children. Students will construct their own dialogues to be used in the classroom and will try these dialogues out in a series of "practical" sessions at participating schools. The readings and research course will take place in the fall, the classroom application and training in the spring. After this training, students will be placed in a school the following year. Whenever possible, students will be assigned to a school in pairs. Discussion groups will be held once a week for approximately 45 minutes at participating schools. Transportation to the school will be the responsibility of the discussion leaders. Discussion leaders will be reimbursed for transportation costs. Discussion leaders must commit to leading a discussion for one semester.

Graduate students with at least one semester of college teaching experience, are eligible to teach the High School philosophy course. The course is a semester long and meets two times per week. Teaching the High School course will take the place of regular teaching duties for the Department of Philosophy. Graduate Students teaching the High School Philosophy course will receive an additional stipend. Graduate Students will also be reimbursed for their travel to the High School. Graduate students may teach no more than two semesters in the High School program.

All books and supplies associated with the program will be paid for by the Philosophical Horizons program.

Partner Schools 2009-2010:

Hickory Ridge Middle School

Booker T Washington High School

University of Memphis Campus Elementary School

University of Memphis Barbara K Lipman Pre-School

Events 2009-2010:

Philosophy for Children (Readings and Research): Graduate students and undergraduate philosophy majors interested in participating in the Philosophical Horizons program as discussion leaders or instructors will take part in a reading group directed by Dr. Deborah Tollefsen, Associate Professor and Chair of the Department of Philosophy. Parents, teachers and administrators will participate as well.

Keeping the Child in Mind: A conference on the Philosophy for Children: September 11 and 12, 2009. Sponsored by the Department of Philosophy and made possible by a grant from the Tennessee Board of Regents and the Squire Foundation. Gareth Matthews, philosophy professor at the University of Massachusetts and author of *Philosophy and the Young Child* (1980), *Dialogues with Children* (1984), and the *Philosophy of Childhood* (1994) will be the keynote speaker. Local teachers and administrators, as well as the general public are invited to attend.

The Apology of Socrates:

Take a seat in the court of ancient Athens as Socrates goes on trial for his life. Hear the philosopher face his accusers with trademark wit, cutting logic, and the courage of his ideals. His arguments are as relevant today as they were 2500

years ago. In April 2010, Emmy-award winner Yannis Simonides brings his masterful interpretation of Plato's timeless classic to the University of Memphis and the local community. A Q&A discussion with Mr. Simonides follows each performance.

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Curriculum Vitae

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Employment

Associate Professor, University of Memphis, TN, 2008-present
Chair, Department of Philosophy, University of Memphis, TN, 2008-present
Assistant Professor, University of Memphis, TN, 2002-2008

Education

Ph.D., Philosophy, Ohio State University, June 2002
M.A., Philosophy, University of South Carolina, May 1995
Thesis: *Wittgenstein and the Indeterminacy of Law*, Anne Bezuidenhout (advisor)
B.A., St. Anselm College, May 1992

Areas of Specialization

Philosophy of Mind and Psychology, Feminist and Social Epistemology, Collective Intentionality

Areas of Competence

Philosophy of Language, History of 20th Century Analytic Philosophy, Early Modern

Dissertation

Interpreting Organizations

Committee: William Taschek (advisor), Diana Raffman, George Pappas

Publications

Wikipedia and the Epistemology of Testimony. *Episteme: Special Issue on the Epistemology of Mass Collaboration*, volume 6 (1), 2009.

Knit Two, Ponder Three: Reflections on Knitting, Family, and Philosophy. *APA Newsletter on Feminism and Philosophy*, volume 8, no. 1, 2009.

Collaborative Art and Collective Intention. Co-authored with Sondra Bacharach, In *Concepts of Sharedness*, Edited by Nikos Psarros, Katinka Shulte-Ostermann, Hans Bernhard Schmid. Ontos-Verlag, Offenbach, 2008.

Affectivity, Moral Agency, and Corporate-Human Relations. *APA Newsletter on Philosophy and Law*, dedicated to the work of Peter French, volume 7, no. 2, 2008.

Group Testimony. *Social Epistemology*, vol. 21 (3), pp. 299-311, 2007.

The need for collective epistemology. *Facets of Sociality: Philosophical Approaches to Co-Operative Action*. Edited by Katinka Schulte-Ostermann, Pirmin Stekeler-Weithofer and Nikos Psarros. Ontos-Verlag, Frankfurt, 2006.

Group deliberation, social cohesion, and scientific teamwork: Is there room for dissent? *Episteme*, volume 3, vol. 1-2, pp. 37-51, 2006.

The rationality of collective guilt. *Midwest Studies in Philosophy*, 30, pp. 222-239, 2006.

From extended mind to collective mind. *Cognitive Systems Research*, 7, pp. 140-150, 2006.

Let's Pretend! Joint action and young children. *Philosophy of the Social Sciences*, vol. 35 (1), pp. 75-97, 2005.

Collective intentionality. *Internet Encyclopedia of Philosophy*, 2004.

Collective epistemic agency. *Southwest Philosophy Review*, vol. 20 (1), pp. 55-66, 2004.

Participant reactive attitudes and collective responsibility. *Philosophical Explorations*, vol 6 (3), pp. 218-234, 2003.

Rejecting rejectionism. *Protosociology*, volume 18, pp 389-408, 2003.

Organizations as true believers. *Journal of Social Philosophy*, volume 33(3), pp. 395-411, 2002

Challenging epistemic individualism. *Protosociology*, volume 16, pp. 86-117, 2002.

Collective intentionality and the social sciences. *Philosophy of the Social Sciences*, volume 32, (1), pp. 25-50, 2002.

Princess Elisabeth and the problem of mind-body interaction. *Hypatia: A Journal of Feminist Philosophy*, volume 14, n. 3, pp. 59-78, 1999.

Book Reviews

Review of *Folk Psychological Narratives* by Daniel Hutto. *Notre Dame Philosophical Reviews*, <http://ndpr.nd.edu/review.cfm?id=12745>, 2008.

Review of *Collective Rationality and Collective Reasoning* by Christopher McMahon. *The Journal of Economics and Philosophy*, 20, pp. 409-416, 2004

Review of *The Philosophy of Social Practices* by Raimo Tuomela. *Theoria*, 103 April 2004, p. 151-155.

Review of *On the Nature of Social and Institutional Reality* (edited by Eerik Lagerspetz,

Heikki Ikaheimo, Jussi Kotkavirta. *Philosophy of the Social Sciences*, vol. 33, September, 2003, pp. 406-411.

Presentations

“Groups as Rational Sources,” Workshop on Collective Epistemology, University of Basel, Basel, Switzerland, October 3-6, 2008.

“Collective Intentionality and Joint Authorship,” Collective Intentionality VI, University of California Berkeley, July 8-11, 2008.

“A Dynamic Theory of Shared Intention,” Southern Society of Philosophy and Psychology, March 20-22, 2008, New Orleans, LA.

“Collective Cognition,” Mid-South Philosophy Conference, Feb. 21-23, 2008, Memphis, TN.

“From Co-Authorship to Group Authorship,” American Society for Aesthetics, Nov 4-11, 2007, Los Angeles, CA.

“Shared intentionality and the discontinuity thesis,” Ohio State Croatian Philosophy conference, May 20-25, 2007, Dubrovnik, Croatia.

“Shared Intentionality and the Phenomenology of Joint Agency,” American Philosophy Association, Central Division Meeting, invited paper for symposium on Shared Intention, Chicago, April 18-21, 2007.

“Joint Action, collective intentionality, and social play in non-human animals,” Annual Joint Action Meeting April 6-8, 2007, Rutgers, Department of Psychology.

“Shared Intentionality and the Phenomenology of Joint Agency,” Illinois State University, March 23, 2007. Invited speaker in departmental speaker series.

Comments on Ann Cudd’s *Analyzing Oppression*, Keynote Roundtable discussion, Society for Women in Philosophy Eastern Division and Society for Analytic Feminism, December 1-3, 2006, University of South Florida, Tampa, FL.

Comments on Henry Jackman’s “Self-Knowledge and Incompatibility” at the Southwestern Philosophical Society meeting, Nashville, TN, Nov. 10-12, 2006.

“Collective Art and Intention” Central States Philosophical Society Meeting, Memphis, TN October 2006.

“Group deliberation, social cohesion, and scientific teamwork: Is there room for dissent?” *Episteme* Conference, Toronto, Canada, June, 2006.

“Collective art and collective intention” Annual meeting of the American Society for Aesthetics, Rhode Island, October 19-22, 2005.

“Experimental Collaborations and Shared Collaborative Activity,” Philosophy of Science Association Annual Meeting, Austin, TX. November 17-21, 2004.

“From Extended Mind to Collective Mind,” Collective Intentionality IV. Siena, Italy. October 13-15, 2004.

“The Need for Collective Epistemology” Department of Philosophy, University of Leipzig, June 23, 2004.

“Dogmatism and Knowledge: A response to Veber” (invited comments) Southern Society for Philosophy and Psychology Annual Meeting, New Orleans, April 8-10, 2004.

“The Problem of Mental Causation” Philosophical Collaborations, University of Southern Illinois, Carbondale, April 1-2, 2004

“Do you see what I see? Joint Action and Joint Attention,” Philosophy of Social Science Roundtable, Saint Louis University, March 19-21, 2004.

“From Extended Mind to Collective Mind,” South Carolina/North Carolina Society for Philosophy Joint Conference, NC State, Feb 6-8, 2004.

“Collective Epistemic Agency,” Southwest Philosophy Conference, October 2003.

“Putting the Cart Before the Horse: Reactive Attitudes, Collective Responsibility, and Collective Personhood,” International Conference on Persons, University of Memphis, August 6-9, 2003.

“Collective Epistemic Agency,” Mid-South Philosophy Conference, University of Memphis, March 2003

“Response to Natika Newton’s ‘Time, Space, and the Hard Problem of Consciousness,’” Mid-South Philosophy Conference, March 2003 (invited comments)

“Participant Reactive Attitudes and Collective Responsibility”, Collective Intentionality III, Erasmus University, December 2002.

“Speed Philosophy: Collective Intentionality”, NEH Institute on Consciousness and Intentionality, University of Santa Cruz, Summer 2002.

“Collective Intentionality and the Social Sciences”, St. Louis Philosophy of Social Science Roundtable, Washington University, April 2001.

“Metaphysics and Social World” response to Thomasson’s “Realism and the Social World”, American Philosophical Society, Central Division Meeting, May 2001. (invited comments)

“Organizations as True Believers”, American Philosophical Society, Eastern Division Meeting, New York City, December 2000.

“Group Belief and Artifacts: A response to Meijers” Erasmus Summer School in Social Ontology, Rotterdam, Netherlands, July 2000. (invited comments)

“Reconsidering Collective Belief”, North Carolina/ South Carolina Philosophy Association Meeting, February 1998

“Princess Elisabeth and the Problem of Interaction”, Midwest Seminar in Early Modern Philosophy, May 1997

Current Projects

Doing Things Together: A Naturalistic Account

Human beings are intentional agents. They act for reasons. They plan and act in accordance with these plans. But we do not always act alone. As social beings we often engage in joint activities. We do things together. These joint actions range from the very mundane such as washing the dishes together to the very complex joint activity of waging war. But the nature of joint action and the cognitive, conceptual, communicative, and affective abilities it presupposes are a bit of a mystery. Things become even more mysterious when we reflect on the fact that joint actions are not only executed by human adults, but by very young children and non-human animals. This gives rise to a number of questions that need to be explored: Is the joint action that animals and humans engage in of the same form? If so, what are the cognitive, affective, and communicative abilities that presuppose this activity and are shared by both animals and humans? Are the joint actions of children significantly different from those exhibited by adults? Are the more sophisticated forms of joint action exhibited by humans different in kind from the joint actions of animals or are they simply a development of an evolutionarily basic capacity shared by humans and animals? These are the questions that my research will pursue. I intend to develop an account of joint action that is philosophically informed but also responsive to phylogenetic and ontogenetic considerations. An understanding of joint action will further our understanding of the social world and ourselves as agents within it. But there is a deeper issue here that my research touches upon. Joint action is something we share in common with many non-human animals. In exploring this *prima facie* similarity I am pursuing a perennial question formulated and pursued in a variety of Humanities disciplines--- What, if anything, makes humans unique?

Collective Art and Collective Intention (with Sondra Bacharach, Victoria University)

The production of art often derives from a collective process - single artworks result from a collaboration amongst many different artists working together. How do we make sense of this kind of art, which we call “collective art”? On the one hand, art historians frequently appeal to the social nature of art, but do not explain *how* social factors impact interpretation. On the other hand, philosophers often do explain how different factors influence interpretation, but their accounts are so individualistic that they lack the resources to capture the essentially social nature of art. Our goal is to develop a new theory of art interpretation that, for the first time, accounts for the collective nature of art. This theory provides a new conceptual framework within which to understand how groups and movements can collectively produce art. In doing so, our theory brings current philosophical thinking into line with recent advances in art history and bridges a critical gap between art, philosophy, and art history.

This project was awarded a Marsden Fast-Start Grant from the Royal Society of New Zealand, 70,000 NZ each year for 2 years, 2006-2008.

Cognitive Mechanisms Underlying Coordinative and Adaptive Dynamics in Human Interaction (with Rick Dale, Roger Kruez, and Andrew Olney, University of Memphis)

When two humans interact, they often resonate in particular ways. While discussing a work of art, their eye movements and gestures may become similar or even synchronize. When conversing face to face, they may subtly adjust to facial and gestural cues of their partner that they can see and interpret. They may carefully adapt their utterances to the surrounding visual context relevant to a current task. In these and other contexts, two people to some extent become one system, each being one part, adjusting behavior in response to systematic fluctuation in other parts of the system. Exactly how much, and perhaps even whether, two people can be conceived as one dynamic, coupled system is under substantial debate in the cognitive sciences. There are at least two reasons for this debate. One is that conversation is so inherent to the daily experience of virtually all people and central to a scientific understanding of our selves – from the mental processes involved in comprehending and producing language, to our social experience and cultural identity. Another reason is its fundamental applied relevance. Most people engage in tasks involving at least one other person throughout the course of a day. The extent to which we adjust and coordinate with one another may have direct implications in the outcome of real-world tasks humans engage in. In the proposed research we aim to address the broad relevance of conversational coordination and adaptation, pursue systematic empirical explorations of these processes, and take first steps towards integrating computational methodologies. Our interdisciplinary team, including a computer scientist, philosopher, and two psychologists, will engage in three broad phases of research: (1) Integration of a diverse range of directly related, but never juxtaposed, literature, to be informed by and guide (2) systematic empirical investigation into adaptation and coordination, the findings from which will be implemented in (3) computational modeling of coordination in simulated interaction. The guiding principle behind these investigations is rather clear-cut, and surprisingly underexplored: discovering the fundamental cognitive mechanisms that drive coordination and adaptation in human interaction. While there exist many theories of coordination and adaptation in joint tasks (such as conversation) and numerous individual experimental explorations, a systematic investigation into which particular constellation of cognitive constraints underlie the appearance and disappearance of coordinative patterns of behavior has never been conducted. We aim to do this. We will blend our findings into three core disciplines of cognitive science, and open new avenues of empirical and computational research.

Awarded a National Science Foundation Grant, 675,000 USD, 2008-2011.

Papers in Progress

The phenomenology of joint agency and a dynamic theory of shared intention

Posthumous Authorship and Secondary Action *with Sondra Bacharach*

We Did It! From Mere Contributors to Co-authors *with Sondra Bacharach* (under review at the Journal of Aesthetics and Art Criticism)

The Epistemic Loss of Innocence: Children and Epistemic Injustice

Awards and Honors

NSF Grant, with Rick Dale, Roger Krueze, and Andrew Olney, 2008-2011
Donovan Travel Grant, University of Memphis, 2006-2007
Marsden Fast-Start Grant, Royal Society of New Zealand, with Sondra Bacharach, 2007
Professional Development Assignment, University of Memphis, Spring 2006
Faculty Research Grant, University of Memphis, Summer 2005
National Science Foundation travel grant, November 2004.
International Studies Travel Grant, University of Memphis, Fall 2003
Participant, *NEH Summer Institute* on Consciousness, Santa Cruz, CA 2002
Cognitive Science Summer Fellowship, Ohio State University, Summer 2001
Departmental Dissertation Fellowship, Ohio State University, Spring 2001
Winner, Professional Development Fund Grant, Ohio State University, Fall 2000
Departmental Summer Fellowship, Ohio State University, Summer 1998
Ohio State University Fink Award, Second Place, 1999 and 1998
University of South Carolina Oliver Award, 1994
University of South Carolina Graduate Essay Award, 1995

Committee and Service Work

Center for Research on Women, Faculty Affiliate, 2007-present
Women and Gender Studies Faculty Affiliate, 2007-present
Chair, Department of Philosophy, August 2008-present
Women and Gender Studies Graduate Committee Fall 2008-present
Coordinator of Graduate Studies 2007-present
Faculty Research Grant Review Committee, 2006-present
Women's Studies Steering Committee, 2004-2005
Departmental Lecture Series Coordinator, University of Memphis, 2004-2005
Humanities Lecture Series Committee, University of Memphis, 2003-2004
Placement Director, University of Memphis, 2002-2003
Graduate Teaching Mentor, 2002-present
Southern Journal of Philosophy, Assistant Editor, 2002-present

Teaching Experience

Spring 2008-present; Associate Professor, University of Memphis
Fall 2002-Spring 2008; Assistant Professor, University of Memphis
Summer, 1996-Spring 2002; Lecturer/Graduate Teaching Associate, Ohio State University
Fall, 1995-Spring 1996; Teaching Assistant, Ohio State University
Fall, 1993-Spring 1995; Teaching Assistant, University of South Carolina
Summer, 1995; Lecturer/Graduate Teaching Associate, University of South Carolina

Professional Affiliations

The American Philosophical Association
American Society for Aesthetics
Central States Philosophical Society

References

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Curriculum Vitae

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Education

Ph.D. Candidate, Philosophy, University of Memphis, August 2007-present
M.A., Philosophy, University of Memphis, August 2009
B.A., Philosophy, Salisbury University, May 2003

Areas of Specialization

Ethics

Areas of Competency

Philosophy for Children, Ancient Philosophy, Social Epistemology

Teaching Experience

Fall 2008-present; Teaching Assistant, University of Memphis
Fall 2008-Spring 2009; Philosophical Horizons Philosophy Discussion Group Leader,
Hickory Ridge Middle School, Memphis, TN
2004-2007; High School Teacher (Philosophy and World History), The Salisbury School,
Salisbury, Maryland
2003-2004; High School Teacher (Philosophy and English), Mount Carmel High School,
Belize, Central America
2002-2003; Philosophy Discussion Group Leader, Eastern Correctional Institution,
Princess Anne, Maryland

Presentations

Comments on Ryan Showler's "Rethinking Kantian Maxims," Mid-South Philosophy
Conference, University of Memphis, March 2008.

Comments on Aparna Madhavan's "Politics of Design: Global and Regional," Philosophy
Graduate Student Association Conference, University of Memphis, February 2008.

Work in Progress

"Setting Philosophical Horizons: Introducing Philosophy to Memphis City
Schools." To be presented at the American Philosophical Association Committee on Pre-
College Instruction in Philosophy Panel, December 2009, New York, NY.

"Reconsidering the Examined Life: Philosophy for Children." To be presented at Keeping the
Child in Mind Conference, University of Memphis, September 11-12, 2009.

Committee and Service Work

Conference Co-director, Keeping the Child in Mind, University of Memphis, September 11-12, 2009

Assistant Program Director, Philosophical Horizons, Community Outreach Program of the Department of Philosophy at the University of Memphis, Fall 2008-present

Conference Director, Philosophy Graduate Student Association Conference, February 20-21, 2009

Awards and Honors

Philosophical Horizons Summer Stipend, University of Memphis, Summer 2009

Phi Sigma Tau International Honor Society in Philosophy, Salisbury University, Spring 2003

Phi Kappa Phi National Honor Society, Salisbury University, Spring 2003

Fulton School of Liberal Arts Scholarship, Salisbury University, Fall 2000-Spring 2003

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