

Kevin Patton

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Academic Appointments

2019-2020, 2022 - Present	Visiting Professor, University of Nebraska-Omaha
2020	Instructor, Kansas State University
2016 - 2019, 2021	Adjunct Professor, University of Nebraska-Omaha

Education

University of Nebraska-Lincoln
PhD, Philosophy, August 2024.

University of Nebraska-Lincoln
MA, Philosophy, May 2023.

University of Nebraska-Omaha
BA, Philosophy, May 2012.

AOS

Epistemology

AOC

Philosophy of Language, Value Theory, Metaethics, and Medical Ethics.

Teaching Experience

University of Nebraska-Omaha, Visiting Professor

Undergraduate Courses

1. Phil 3960: Kant: Ethics and Values (1x)
2. Phil 3230: The Philosophy of Video Games (1x)
3. Phil 3070: Leadership Ethics in Practice (2x)
4. Phil 3060: Values and Virtues (1x)
5. Phil 3050: Ethical Theory (5x)
6. Phil 2300: Human Values in Medicine (2x)

7. Phil 2030: Introduction to Ethics (20x)
8. Phil 1210: Critical Reasoning / Introduction to Mathematical Logic (5x)
9. Phil 1010: Meaning of Life (6x)

Kansas State University, Instructor

1. Phil 365: Medical Ethics (2x)

University of Nebraska-Lincoln, Instructor

1. Phil 106: Introduction to Ethics (2x)
2. Phil 110: Introduction to Logic (1x)

Mentoring and Supervision

University of Nebraska-Omaha, Instructor

Independent Studies

1. Phil 3960 Kant: Ethics and Values, Spring 2024

Lead and mentored an independent study on Kant's ethical and axiological commitments for Rose Lampman. This independent study required that Rose and I met twice a week to discuss various readings, and resulted in three papers from Rose. The first two were shorter and narrowly focused responses to specific issues at play for a Kantian. The second of these two papers was developed into a longer paper which sought to argue that Christine Korsgaard's version of Kantian ethics could, with certain modifications, overcome a specific objection. This paper is intended to also serve as the foundation for Rose's writing seminar paper (a course required for the philosophy major).

Honors Contracts

1. Phil 2030 Introduction to Ethics, Fall 2023

Supervised an honors contract for Alex Eberspacher which focused on a detailed reading of G.E. Moore's *Principia Ethica* in order to assess Moore's intuitionism. This culminated in Alex's submitting weekly reading summaries for relevant chapters and sections of the *Principia*, and ultimately in a research paper where Alex concluded that Moore's intuitionism was internally inconsistent. This paper is intended to also serve as the foundation for Alex's writing seminar paper (a course required for the philosophy major).

2. Phil 2300 Human Values in Medicine, Fall 2022

Supervised an honors contract for Cami Bisson which focused on reducing cases of AIDS across culturally diverse societies. This culminated in Cami leading the class through a lecture that described the current state of research on the issue, and possible avenues of future research. This project tied in with Cami's larger research project in preparation for her application to medical school.

3. Phil 2300 Human Values in Medicine, Fall 2022

Supervised an honors contract for Abby Swoboda which focused on the lack of accessibility for, and economic impact of, IVF on patients. This culminated in Abby leading the class through a lecture on the topic. This project tied in with Abby's larger research focus on the biological and ethical aspects of medical care for patients in her preparation for her application to medical school.

Service

1. Student Summer Reading Group, University of Nebraska-Omaha, NE 2023
2. Graduate Student Colloquium Organizer, University of Nebraska-Lincoln, NE 2015-2016

Conference Presentations

1. "Open Source Database Indexing as a Means of Assisting Non-Native English Speaking Students in Learning Philosophy."
The 21st Biennial AAPT Conference on Teaching Philosophy, Saginaw, MI. July, 2016

Research Grants and Awards

1. Online Program Grant for the creation of Phil 3070, *Leadership Ethics in Practice*, University of Nebraska-Omaha, 2024.
2. Hinman Scholarship and Fellowship Award Philosophy Department, University of Nebraska-Lincoln, 2017
3. Outstanding Teaching Award
Teaching Recognition Award from Beta Theta Pi, 2012

Professional Memberships

American Philosophical Association

American Association of Philosophy Teachers

Dissertation

Title: The Value of Knowledge and its Problems
Committee: David Henderson (committee chair)
William Melanson (reader)
Aaron Bronfman (reader)
Edward Becker (reader)

Abstract: This dissertation answers the three value problems in epistemology. These problems are that of 1) explaining the superior value of knowledge over mere true belief, 2) explaining the superior value of knowledge over all of the proper subsets of knowledge, and 3) explaining the superior kind of value that knowledge has in contrast to that which falls short. The methodology used to provide an answer to these problems relies on the arguments put forth in a rarely discussed paper from Ward Jones. In short, the Jonesian approach can be summed up as the view that epistemic axiology and analysis ought to be kept separate. The value of knowledge is not a matter of determining which of the various analyses of knowledge are correct. The Jonesian framework instead looks outside of the necessary and sufficient conditions of knowledge to find properties of knowledge which, though contingent, can explain the distinctive value of knowledge. This framework, though remarkably robust, requires going against what I consider to be the orthodox approach to the problems. This orthodox approach relies on two axiological assumptions which, when subjected to criticism, lose any plausibility that they may have had. Once these assumptions are appropriately discarded, the Jonesian view has a straightforward answer to the first problem. Answering the second problem is almost as straightforward as the first once the disvalue of an unsatisfied Gettier condition is recognized. The third value problem, however, is a different kind of problem altogether. Answering it requires not only the Jonesian framework, but also a careful discussion of how we determine final value. Once this discussion is had, a Jonesian answer to the tertiary problem follows immediately. This dissertation closes by applying the Jonesian framework to a recent paper which argues that there can be no modal conditions on knowledge due to such conditions failing to help answer the value problems. This claim will be found wanting.