

Kevin Patton

Curriculum Vitae

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University of Nebraska - Omaha
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Academic Appointments

2019-2020, 2022 - Present	Instructor, 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 *cum laude*, *Phi Beta Kappa*, May 2012

AOS

Epistemology, Metaethics

AOC

Philosophy of Language, Value Theory, and Medical Ethics.

Teaching Experience

University of Nebraska-Omaha, Instructor

Undergraduate Courses

1. PHIL3960: Kant: Ethics and Values (1x)
2. PHIL3230: The Philosophy of Video Games (1x)
3. PHIL3070: Leadership Ethics in Practice (2x)
4. PHIL3060: Values and Virtues (1x)

5. PHIL3050: Ethical Theory (5x)
6. PHIL2300: Human Values in Medicine (2x)
7. PHIL2030: Introduction to Ethics (20x)
8. PHIL1210: Critical Reasoning / Introduction to Mathematical Logic (5x)
9. PHIL1010: Meaning of Life (6x)

Kansas State University, Instructor

1. PHIL365: Medical Ethics (2x)

University of Nebraska-Lincoln, Instructor

1. PHIL106: Introduction to Ethics (2x)
2. PHIL110: Introduction to Logic (1x)

Mentoring and Supervision

University of Nebraska-Omaha, Instructor

Independent Studies

1. PHIL3960 Kant: Ethics and Values, Spring 2024

Taught an independent study on Kant's ethical and axiological commitments. This independent study required meeting with the student twice a week to discuss assigned readings, and to review any written work. Ultimately, this resulted in the student authoring three papers. 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 Kantian ethics could, with certain modifications, overcome a specific objection. This paper is intended to also serve as the foundation for a writing seminar paper (a course required for the philosophy major) for the student.

Honors Contracts

1. PHIL2030 Introduction to Ethics, Fall 2023

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

2. PHIL2300 Human Values in Medicine, Fall 2022

Supervised an honors contract which focused on issues related to reducing cases of AIDS across culturally diverse societies. This culminated in an in class student-led lecture that described the current state of research on the issue, and

possible avenues of future research. This project tied in with the student's larger research project in preparation for medical school applications.

3. PHIL2300 Human Values in Medicine, Fall 2022

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

Service

1. Co-Chair of Web Development, Philosophy Department, University of Nebraska at Omaha, 2024-Present
2. Co-Chair of Advertising and Promotion, Philosophy Department, University of Nebraska at Omaha, 2024-Present
3. Creator and Administrator of Department Newsletter, Philosophy Department, University of Nebraska at Omaha, 2024-Present
4. Student Summer Reading Group, Philosophy Department, University of Nebraska at Omaha, 2023
5. Judge for Omaha Ethics Bowl Judge, Philosophy Department, University of Nebraska at Omaha 2022
6. Graduate Student Colloquium Organizer, Philosophy Department, University of Nebraska-Lincoln, 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 PHIL3070, *Leadership Ethics in Practice*, University of Nebraska-Omaha, 2024
2. Hinman Scholarship and Fellowship Award Philosophy Department, University of Nebraska-Lincoln, 2017

3. Teaching Assistantship, University of Nebraska-Lincoln, 2013-2017
4. Outstanding Teaching Award, Teaching Recognition Award from UNL Student Organization, 2013

Professional Memberships

American Philosophical Association

American Association of Philosophy Teachers

Association for the Advancement of Artificial Intelligence

Graduate Coursework

Epistemology and Metaphysics

- Theory of Knowledge, Albert Casullo
- Seminar, The Epistemology of Disagreement, Aaron Bronfman
- Seminar, Epistemic Norms as Social Norms, David Henderson
- Quine's Philosophy, Edward Becker
- Seminar, The Metaphysics of Dispositions, Jennifer McKittrick
- Seminar, Grounding, Jennifer McKittrick
- Metaphysics, Joseph Mendola
- Seminar, Philosophy of Mind, Joseph Mendola
- Reading Group on Natural Kinds, Edward Becker

Philosophy of Language and Logic

- Formal Logic, Reina Hayaki
- Seminar, Fictional Names, Reina Hayaki
- Philosophy of Language, Edward Becker

Ethics and Ethical Theory

- Seminar, Ethical Theory and Reasons, Mark van Roojan
- Advanced Ethics, Aaron Bronfman
- Seminar, Internal and External Reasons, John Brunero
- Seminar, Metaethics, Aaron Bronfman

History

- Ancient Philosophy, Harry Ide
- Kant's Critical Philosophy, Colin McLear
- Self-Knowledge in Kant & Early German Idealism, Colin McLear

Dissertation

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

This dissertation answers the three value problems in epistemology. These three problems require an answer as to how knowledge is more valuable 1) than mere true belief, 2) any of the proper subsets of knowledge, and 3) in kind than that which falls short of knowledge. 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 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. The first is that every component of an analysis on knowledge must provide independent value to knowledge. The second assumption is that the value of knowledge cannot be derived from factors excluded from an analysis of knowledge. Once these assumptions are appropriately discarded, the Jonesian view has a straightforward answer to the first problem. Answering the second requires assessing Jonathan Kvanvig's claim that a satisfied Gettier condition contributes no independent value. While I agree with Kvanvig regarding a satisfied Gettier condition, I will argue that an unsatisfied Gettier condition is not likewise neutral; it contributes disvalue. With that distinction in place, a solution to the second problem follows immediately. The third value problem, however, is a different kind of problem altogether. Answering it requires not only the Jonesian framework, but also a novel account of how we determine final value. Once this account is offered, a Jonesian answer to the tertiary problem follows immediately. This dissertation closes by applying the Jonesian framework to an argument that claims 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.