

ALICIA E. PATTERSON

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EDUCATION

Cornell University

2019 Sage School of Philosophy, Ph.D. candidate

Research interests: social epistemology, feminist epistemology, ethics

University of California-Berkeley

2018 Scholar Exchange Program

University of Michigan

2013 Bachelor of Art in Philosophy with distinction, Minor in Writing

Awards: Big-Ten All-Academic 2012

TEACHING EXPERIENCE

Instructor, Cornell University

Spring 2019 Philosophy in Practice: Ethics, Information, and Technology

Fall 2018 Philosophy in Practice: Truth, Fake News, and Ignorance

Instructor, Cornell Prison Education Program

Spring 2017 Introduction to Ethics

- Cornell graduate students apply to teach a free college-level liberal arts curriculum to inmates at Cayuga Correctional Facility, counting towards an associate's degree from Cayuga Community College.
- Designed and taught 15-week course in along with co-instructor. Included diverse syllabus both in non-traditional topics, such as *Epistemic Injustice* and *Martin Luther King's Letter from a Birmingham Jail* and diverse authors.
- Supervised undergraduate teaching assistant

Teaching Assistant, Cornell University

Spring 2017 Contemporary Moral Issues

Fall 2016 Ethics of Eating

Spring 2016 Introduction to Philosophy

Fall 2015 Contemporary Moral Issues

PUBLICATIONS

Chapter

Ong, A. D., and Patterson, A. E. (2016). "Eudaimonia, Aging, and Health: A review of underlying mechanisms. Handbook of Eudaimonic Wellbeing, edited by J. Vittersø., Springer.

CONFERENCES

Presented Papers

Epistemic Bad Luck in the Information Age
Summer 2018 Fake Knowledge
University of Köln

Memory and Testimonial Injustice
Summer 2017 Summer School in Social Epistemology
Network on Epistemology and Society, the Autonomous
University of Madrid in collaboration with the Social
Epistemology Research Group

Memory and Testimonial Injustice
Fall 2016 University of Rochester Graduate Conference in
Epistemology

Presented Comments

Comments on Paul Shephard's *Trust, Accountability, and Fake News*
Spring 2019 American Philosophical Association, Pacific Meeting

Comments on Erin Beeghly's *Does Stereotyping Constitute Discrimination?*
Spring 2019 The Bay Area Feminism and Philosophy (BayFAP)
Workshop

Presented Posters

Epistemic Bad Luck in the Information Age
Summer 2017 Harms and Wrongs in Epistemic Practice
Royal Institute of Philosophy and University of Sheffield

PROFESSIONAL DEVELOPMENT

Spring 2019 ALS 6015 - The Practice of Teaching in Higher Education
Cornell University
Taught by Derina Samuel

- A course designed to help graduate students prepare for a faculty position in higher education, which covered faculty roles and responsibilities, educational philosophies, learning theories, instructional methods, course design and assessment among others.
- Learning outcomes included: analyzing and explaining theories of learning and instructional design that enhance student learning in higher education settings; distinguishing between purpose, context and culture of different higher education institutions; develop understanding of criteria for assessing the quality of learning and teaching in higher education by creating a rubric; and develop reflective practice and learning through peer feedback

Fall 2018 Writing 7100
Cornell University
Co-Facilitators: David Faulkner and Fran Fairbairn

Summer 2018 Summer Institute for Preparing Future Faculty
University of California, Berkeley

- A 6-week course on preparing graduate students to make the transition to faculty member.
- Through readings, discussion, hands-on projects, and panel presentations, we explored the history and structure of higher education and contemporary issues that continue to shape the academic world, such as, different types of universities and colleges, institutional mission, forms of governance, faculty roles and responsibilities, stages of faculty life, and diversity and inclusion.

Summer 2018 Athena in Action: A Networking and Mentoring Workshop for
Graduate Student Women in Philosophy
Princeton University

UNDERGRADUATE ENGAGEMENT

2018 Mentor, Graduate Students Mentoring Undergraduates (GSMU)
sponsored by The Office of Academic Diversity Initiatives (OADI) and the
Graduate School Office of Inclusion & Student Engagement (OISE)

DEPARTMENTAL SERVICE

2018-19 Sage Editing Group, Founder
2018-19 Sage Mentoring Group, Co-Founder
2017 Coordinator, Minorities and Philosophy (MAP) reading group
2015 Co-coordinator, Prospective Student Recruitment, 2015

ADDITIONAL EXPERIENCE

2010-2013 University of Michigan Athletics
Varsity Women's Cross Country and Track and Field