

ALLISON PIÑEROS GLASSCOCK

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Department of Philosophy, Yale University

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EDUCATION

Yale University

PhD, Philosophy and Classics Combined Program

Sep 2012-[Jun 2018]

University of Toronto

MA, Philosophy

Sep 2010-Aug 2011

Western Oregon University

BA *summa cum laude* (Honors Program), Philosophy

Sep 2006-Jun 2010

Minor: German

AREA OF SPECIALIZATION: Ancient Philosophy

AREAS OF COMPETENCE: Early Modern Philosophy, Ethics, Philosophy of Education

RESEARCH LANGUAGES: Greek, Latin, German, French

COMPLETED WORKS

“The Discipline of Virtue: Knowledge and the Unity of the Virtues in the *Protagoras*”

Under review

[Defends the view that the discussion of the unity of the virtues is intended to show only that each kind of virtuous action is accomplished through the same category of power as that which is responsible for skilled activity (i.e. the power of knowledge). Contra the standard interpretations, the discussion is not intended to show that the virtues are all the very same knowledge or that they are mutually entailing kinds of knowledge.]

CONFERENCE PRESENTATIONS (*=refereed)

“The Discipline of Virtue: Learning and knowledge in the *Protagoras*”

**Central APA Meeting (Symposium)* | Comments by Justin Clark (Utah State University) and Nicholas J. Smith (Lewis & Clark College) | Chicago, IL

Feb 22, 2018

<i>Virtue & Value in Plato & Aristotle</i> University College London	May 22, 2017
Comments on Rusty Jones (Harvard), “The Real Challenge of the <i>Republic</i>” <i>Working Group in Ancient Philosophy (WGAP)</i> Yale University	May 5, 2017
“Educating for Excellence: Socrates on soul care as <i>technē</i>” * <i>Eastern APA Meeting (Symposium)</i> comments by Emily Austin (Wake Forest University) and Evan Rodriguez (Idaho State University) Savannah, GA (session cancelled due to weather) * <i>Philosophy & Education: A Graduate Student Conference</i> The Catholic University of America <i>Working Group in Ancient Philosophy (WGAP)</i> Yale University	Jan 3, 2018 Mar 24, 2017 Nov 18, 2016
Presentation on <i>Eudemian Ethics</i> 7.2.9-36 <i>Workshop on Eudemian Ethics</i> Cornell University	Aug 26, 2016
“Learning Unlimited: A new reading of the geometry lesson in the <i>Meno</i>” * <i>Athena in Action</i> comments by Carissa Phillips-Garret (Rice University) and Sabina Vacarino Bremner (Columbia University) Princeton University * <i>Dialectical Debates in Plato</i> Université de Sherbrooke (Québec) <i>Working Group in Ancient Philosophy (WGAP)</i> Yale University	Aug 17, 2016 Mar 19, 2016 Feb 5, 2016
Presentation on Epictetus’ <i>Enchiridion</i> 5-12 <i>Yale-Toronto Graduate Student Workshop</i> co-presented with Juan S. Piñeros Glasscock hosted by Yale University	Jun 24, 2016
Comments on Mary Margaret McCabe (King’s College London), “First Chop Your <i>Logos</i>: Socrates and the sophists on language, logic and moral development” <i>Working Group in Ancient Philosophy (WGAP)</i> Yale University	Feb 20, 2015
Presentation on <i>Hippias Major</i> 298c8-300a1 <i>Yale-Toronto Graduate Student Workshop</i> hosted by Yale University	May 25, 2013
“Models of Motivation in Plato’s <i>Gorgias</i>” * <i>Princeton Ancient Philosophy Graduate Student Conference</i> comments by Tom Miller (Princeton) Princeton University * <i>2012 Joint Meeting of the South Carolina Society for Philosophy and the North Carolina Philosophical Society</i> Elon University	Mar 10, 2012 Feb 25, 2012

TEACHING EXPERIENCE

As Instructor of Record/Sole Instructor (Yale)

Introduction to Philosophy of Education Jun 2017
Summer Session A

As Teaching Assistant (Yale)

Introduction to Modern Philosophy: Descartes to Kant Spring 2018

Instructor: Keith DeRose

The Elements of Greek Grammar Fall 2017

Instructor: Kyle Conrau-Lewis

Introduction to Ethics Spring 2016

Instructor: Shelly Kagan

Introduction to Ancient Philosophy Fall 2015

Instructor: Brad Inwood

Introduction to Philosophy of Religion Spring 2015

Instructor: John Hare

Introduction to Ancient Philosophy Fall 2014

Instructor: Verity Harte

As Grader (Toronto)

Ethics and Mental Health Winter 2011

Instructor: Thomas Mathien

Death and Dying Fall 2010

Instructor: Tom Berry

Additional Qualifications and Experience

Certificate of College Teaching Preparation (CCTP) [Spring 2018]

Requires two observations of and written reflections on others' teaching; two occasions of being observed teaching; participation in one "fundamentals of teaching" and eight "advanced teaching" workshops; teaching portfolio; exit interview (Yale)

Guest lectures (at Yale)

"Introduction to Parmenides" for Brad Inwood's *Introduction to Ancient Philosophy* Sep 8, 2016

"The Hiddenness of God" for John Hare's *Introduction to the Philosophy of Religion* Apr 8, 2015

<p><i>Writing Consultant (specializing in philosophy papers)</i> Provided individual and group writing consultations to a diverse student body, including first-generation college students and English as Second Language students (first languages: Spanish, Chinese, Arabic, American Sign Language) Writing Center, Western Oregon University</p>	<p><i>Fall 2011-Spring 2012</i> and <i>Fall 2008-Spring 2010</i></p>
<p><i>Advanced Placement Summer Writing Academy</i> Co-taught a week-long series of writing workshops for senior high school students supervised by Katherine Schmidt Writing Center, Western Oregon University</p>	<p><i>Jul 2009</i></p>
<p><i>Philosophy Tutor</i> Provided individual consultations to a diverse student body, including first-generation college students and English as Second Language students Academic Advising and Learning Center, Western Oregon University</p>	<p><i>Fall 2009-Spring 2010</i></p>

PROFESSIONAL ACTIVITIES

<p>Reviewer for Bloomsbury Academic</p>	<p><i>Sep 2017-present</i></p>
<p>Research Assistant to Verity Harte Responsible for compiling bibliographies and indices for <i>Rereading Ancient Philosophy: Old Chestnuts and Sacred Cows</i> (Cambridge University Press) Yale University</p>	<p><i>Oct 2016-Jul 2017</i></p>
<p>Referee, Yale University Graduate Philosophy Conference</p>	<p><i>2017, 2016, 2015</i></p>
<p>Co-organizer, Working Group in Ancient Philosophy (WGAP) Responsible for speaker invitations, event coordination Yale University</p>	<p><i>Fall 2015-Spring 2017</i></p>
<p>Teaching Fellow Representative Philosophy Department Yale University</p>	<p><i>2016</i></p>
<p>Co-organizer, Yale Prospective Graduate Student Visits Responsible for coordinating accommodations and schedules, planning graduate student events Yale University</p>	<p><i>Spring 2015</i></p>

- Co-organizer, *Minorities and Philosophy Working Group (MAP)*** *Fall 2013-Spring 2015*
 Responsible for speaker invitations, event coordination | Yale University
- Conference co-organizer, *Yale-UConn Graduate Philosophy Conference*** *May 5, 2013*
 Responsible for coordinating paper refereeing, speaker invitations,
 budgeting | hosted at the University of Connecticut

HONORS AND AWARDS

- Graduate Student Travel Stipend Award** *2018*
 American Philosophical Association (Eastern and Central Divisions)
- University Dissertation Fellowship** *2016 academic year*
 Yale University
- Richard J. Franke Fellowship** *2012-present*
 Yale University
- Summer Language Institute Fellowship** *May 2013*
 Yale University
- Fulbright English Teaching Award (Germany)** *2010-2011 (declined)*
 Fulbright Association
- Honors Program Scholarship** *2010, 2009, 2008, 2007*
 Western Oregon University

GRADUATE COURSEWORK (*=audits)

Courses in the history of philosophy (Yale, unless otherwise noted)

- *Plato's Metaphysics* | Verity Harte *Spring 2018*
- *Stoicism* | Brad Inwood *Fall 2017*
- *Plato's Philebus* | Verity Harte *Spring 2017*
- *Reconsidering Rationalism* | Julia Borcharding and Michael Della Rocca *Spring 2017*
- *Plato's Phaedo* | Verity Harte and Brad Inwood *Fall 2016*
- *Seneca's De Beneficiis* | Brad Inwood *Spring 2016*
- *Aristotelian Virtue Theory* | David Charles *Spring 2016*
- *Plato's Republic* | Verity Harte and Mary Margaret McCabe *Fall 2015*
- *Plato's Theaetetus* | Sarah Brodie (New York University) *Spring 2015*
- *Aristotle and the Mind-Body Relationship* | David Charles *Spring 2015*

<i>*Nicomachean Ethics VI</i> David Charles and Verity Harte	Fall 2014
<i>Platonic and Aristotelian Philosophical Psychology</i> Verity Harte	Spring 2014
<i>Republic VIII</i> Verity Harte	Spring 2014
<i>Hume</i> Kenneth Winkler	Spring 2014
<i>Physics II</i> Verity Harte	Fall 2013
<i>Stoic Logic</i> Susanne Bobzien	Spring 2013
<i>Plato's Laws, Book X</i> Verity Harte and Raphael Woolf	Fall 2012
<i>Aristotle's Criticisms of Plato's Forms</i> Lloyd Gerson (Toronto)	Spring 2011
<i>Aristotelian Ethics</i> Brad Inwood (Toronto)	Fall 2010
<i>Plato's Gorgias</i> Rachel Barney (Toronto)	Fall 2010

Courses in contemporary philosophy

<i>*Moral Emotions</i> Steve Darwall (Yale)	Fall 2015
<i>Metaphysics through Language</i> Zoltán Szabó (Yale)	Spring 2014
<i>Mathematical Logic I</i> Sun-Joo Shin (Yale)	Spring 2013
<i>Recent Ethical Theory: Derek Parfit</i> Steve Darwall and Shelly Kagan (Yale)	Fall 2012
<i>Metaethics</i> Andrew Sepielli (Toronto)	August 2011
<i>Philosophy of Mathematics</i> James Brown (Toronto)	July 2011
<i>Principle of Sufficient Reason</i> Karolina Hübner (Toronto)	Spring 2011
<i>Animal Minds</i> William Seager (Toronto)	Spring 2011
<i>Ethical Naturalism after Wittgenstein</i> Phil Clark (Toronto)	Fall 2010

Courses in classics (Yale)

<i>*Alcibiades and Socrates in Plato</i> Brad Inwood	Fall 2015
<i>Lucretius and the Georgics</i> Martin Devecka	Spring 2014
<i>Greek Syntax and Stylistics</i> Victor Bers	Fall 2013
<i>Cicero's Political Speeches</i> Andrew Johnston	Fall 2013
<i>The Thirty Tyrants</i> Donald Kagan	Spring 2013

Other (Yale)

<i>*Work in Progress</i> Kenneth Winkler	Fall 2014
<i>First-Year Seminar</i> Raul Saucedo and Kenneth Winkler	Fall 2012

DISSERTATION ABSTRACT

Learning Virtue: The Value of Knowledge and Learning in Plato

My dissertation examines arguments for the value of knowledge and learning in four of Plato's dialogues: the *Laches*, the *Protagoras*, the *Meno*, and the *Euthydemus*. I argue that discussions of Socrates' views about the relationship among virtue, knowledge, and happiness have failed to recognize two important aspects of Socrates' project. First, one of Socrates' central concerns is what it takes for a person to *become* virtuous and happy. Socrates is interested in identifying the role that knowledge and philosophical inquiry play in our moral and intellectual development. Second, Socrates is committed to helping his interlocutors come to value philosophical knowledge and the practice of philosophical inquiry for their own sakes. Socrates thinks that being a knower—having and exercising one's capacity for rational and theoretical thought—is, all by itself, a good way to be and that this way of being is inherently beneficial for its possessor. This leads Socrates to entertain the radical possibility that virtue and happiness consist in philosophical inquiry and the acquisition of philosophical knowledge.

Committee: Verity Harte (supervisor), Stephen Darwall, Brad Inwood, Raphael Woolf (external)

—last updated March 14, 2018—