WILLIAM B. COCHRAN

Teacher-Scholar Postdoctoral Fellow
Program for Leadership and Character & Department of Computer Science
Wake Forest University

cochranw@wfu.edu | (847) 630-6235 | williambcochran.com

Areas of Specialization

Ancient Greek Philosophy | Moral Education (Virtue Ethics) | Ethics of Emerging Technologies

Areas of Competency

Value Theory | Applied Ethics (*esp*. Bioethics) | Hellenistic Philosophy | Buddhist Ethics

Academic Positions

Postdoctoral Fellow in Computer Science, Wake Forest University *Program for Leadership and Character*	2020-2021
Adjunct Lecturer, University of Illinois at Chicago *Department of Philosophy*	2018

Education

Ph.D., Philosophy, Northwestern University   2013-2020
Dissertation: *Aristotle's Notion of Teaching and Its Role in His Theory of Moral Education*
Committee: Richard Kraut (Chair), Kyla Ebels-Duggan, Stephen White, Patricia Marechal

M.A., Classics, Dalhousie University   2009-2011
Thesis: *The Doctrine of Due Measure in Plato's* Statesman

B.A., Classics, University of King's College   2004-2009
Magnis cum honoribus & University Medal in Classics
University of Toronto 2005-2006
King's Foundation Year Program 2004-2005

Dissertation Summary

Aristotle says that intellectual virtues are "generated and developed mostly by teaching (*didaskalia*)," yet no substantive work has been done to figure out what, on Aristotle's view, such 'teaching' consists of. My dissertation fills this gap. First, I defend my interpretation: for Aristotle, teaching is the activity of instilling true accounts, grounded in explanatorily basic principles, in students ready to receive them. I then use this reading to argue, against some prevailing views in Aristotle's ethics, that (1) habituation does not require teaching, and (2) Aristotle's practically wise person possesses a philosophical conception of the human good. Finally, I use my interpretation to solve a problem for Neo-Aristotelian educational theory. I argue that Aristotle's educational program, contrary to what critics have claimed, does not rob students of their autonomy.

Publications

3. (2019). "Dewey, Aristotle, and Education as Completion." *Philosophy of Education 2018* (1): 669-682.
2. (2011). "The Doctrine of Due Measure in Plato's *Statesman*." *Pseudo-Dionysius XIII*: 57-60.
1. (2010). "The Mysticisms of Al-Ghazali and Rumi." *Pseudo-Dionysius XI*: 38-43.

<u>WORKS IN PROGRESS</u>

- "Teaching *Eudaimonia*: How Aristotle's Notion of Teaching Supports the Grand End View"
- "Going Through the *Aporiai:* Teaching Aristotle with Experiential Learning"
- "Enhancing Human Excellence: Aristotle on the (Non-)Objection from Human Nature"
- "Learning from *AlphaGo:* To Partner With A.I., Cultivate Character First"

<u>OTHER CONTRIBUTIONS TO SCHOLARSHIP</u>

- Invited to review Sara Brill's *Aristotle on the Concept of Shared Life* for *Polis* (2021).
- Editorial Assistant, *Theory and Practice in Aristotle's Natural Science*, edited by David Ebrey (Cambridge University Press, 2015).
- Co-Editor, *Pseudo-Dionysius* (2009-2011).

Research Fellowships, Grants, Scholarships, & Awards

Social Sciences and Humanities Research Council of Canada Doctoral Fellowship	2013-2017
Classics Cluster Research Grant	2013-2014
Joseph Armand Bombardier Canada Graduate Scholarship	2010-2011
King's University Scholarship	2008-2009
King's President's List	2007-2009

Teaching Fellowships & Awards

Graduate Fellowship, Brady Scholars Program in Ethics & Civic Life	2019-2020
WCAS/TGS Teaching Fellowship	2017-2018
Graduate Fellowship, Brady Scholars Program in Ethics & Civic Life	2015-2018
Joseph Clyde Murley Prize for Outstanding Performance by a Graduate TA	2015-2016

Presentations

<u>REFEREED</u>

"The Autonomous Trolly Problem: A 'High Impact' Thought Experiment"   July 2021*
2020 AAPT Workshop-Conference, Otterbein University   [*postponed from 2020 due to COVID-19]

"Aristotle on Enhancing Human Excellence"   April 2019
Great Lakes Philosophy Conference, Sienna Heights University

"Dewey, Aristotle, and Education as Completion"   April 2018
Philosophy of Education Society Conference, Chicago, IL

"Plato's Philosophical Prologues: The Case of Plato's *Statesman*"   April 2018

Ancient Philosophy Society Conference, Emory University

"Promising Children"   April 2018
Great Lakes Philosophy Conference, Sienna Heights University

"Aristotle's Teaching"   March 2017
*Philosophy & Education Graduate Conference,*Catholic University of America

"Does Plato's Late Metaphysics Kill Socrates?"   May 2011
Classical Association of Canada Conference, Dalhousie University

"The Doctrine of Due Measure in Plato's *Statesman*"   October 2010
Atlantic Classical Association Annual Conference, Saint Mary's University

<u>COMMENTS</u>

On Bjorn Wastvedt's "The *Eudemian Ethics* on Becoming Virtuous"   April 2021
APA Pacific Division Meeting, Portland, OR

On Kristina Grob's "Aspiration vs. Moral Luck: A Murdochian Response"   February 2020
APA Central Division Meeting, Chicago, IL

On Paula McAvoy's "Steering the sex education discussion"   December 2017
Practical Philosophy Workshop, Northwestern University

On Max Parish's "Human Nature, the Normativity Objection and the Practical   May 2015
Reason Response: No Cigar"
Northwestern University Society for the Theory of Ethics and Politics Conference

On Tomasz Wysocki's "Intuitions Aren't on the Rocks"   October 2014
Central States Philosophical Association Conference, Northwestern University

<u>CAMPUS TALKS</u>

"Learning from *AlphaGo*: To Partner With A.I., Cultivate Character First"   April 2021
Program for Leadership and Character Postdoctoral Research Series, Wake Forest University

"Algorithmic Justice: What Future Lawyers Need to Know about A.I." (Panelist)   TBD*
Wake Forest Law School   [*originally scheduled for October 2020]

"Discussion-Based Teaching: Eliciting Conversation and Navigating Controversy"   Nov. 2018
 Searle Center for Teaching and Learning, Northwestern (with Lorien Elleman)

"Privacy & Technology"   February 2017
 Brady Tea, Brady Scholars Program in Ethics & Civic Life, Northwestern

"Well-Being, Wilt Chamberlain, and Welfare Reform"   May 2016
 Brady Tea, Brady Scholars Program in Ethics & Civic Life, Northwestern

"Cooper, Hadot, and Receiving Philosophy as a Way of Life"   April 2014
 University of Michigan-Northwestern Classical Receptions Workshop, Northwestern

Teaching Experience

<u>INSTRUCTOR</u>

Ethical Leadership in Computer Science (Wake Forest University)	Spring 2021
The Ethics of Emerging Technologies (Wake Forest University)	Fall 2020
Future Tense: The Ethics of What Will Be (Northwestern)	Spring 2018
Aristotle and His Successors (University of Illinois at Chicago)	Spring 2018
Introduction to Ancient Civilizations (Saint Mary's University, Halifax, NS)	Summer 2012

CO-INSTRUCTOR

The Civically Engaged Life (Brady Senior Seminar, Northwestern)	2019 - 2020
Philosophy and the City (Brady Senior Seminar, Northwestern)	2017 - 2018

MENTOR

Tenth Cohort, Brady Scholars Program in Ethics & Civic Life (Northwestern)	2019-2020
Eighth Cohort, Brady Scholars Program in Ethics & Civic Life (Northwestern)	2015-2018

TEACHING ASSISTANT (BY TOPIC)

Classical Philosophy, Literature, & History

Ancient Athens: Drama, Democracy, Civilization (Wallace, Northwestern)	Winter 2016
History of Philosophy – Ancient (Wynne, Northwestern)	Fall 2015
Rome: Culture and Empire (Wynne, Northwestern)	Spring 2015
History of Philosophy – Ancient (Ebrey, Northwestern)	Winter 2015
Roman Legions and the Barbarians (Mitchell, Dalhousie)	Winter 2012
Magic, Religion, & Philosophy (Fournier, Dalhousie)	Winter 2011 & 2012
Classical Mythology (O'Brien, Dalhousie)	2009-2010

Ethical Theory & Applied Ethics

Religion & Bioethics (Advanced Undergrad, Traina, Northwestern)	Fall 2019
Introduction to Moral Philosophy (Zimmer, Northwestern)	Spring 2017
Ethical Problems and Public Issues (Sheldon, Northwestern)	Winter 2017
Philosophy and Ethics for Kinesiologists (online, Dalhousie)	Winter 2012
Technology & Engineering: From Industrial to Cybernetic Age, (Frappier, King's)	Winter 2012

Non-Western Philosophy & Religion

Introduction to Buddhism (Buckelew, Northwestern; *online—COVID-19*)	Spring 2020
Introduction to Eastern Religions (Austin, Dalhousie)	Winter 2011
Islam (Treiger, Dalhousie)	Fall 2011
Buddhism (Austin, Dalhousie)	Fall 2010

GUEST LECTURER

Aristotle Unit (6 lectures) (for P. Marechal, History of Anc. Phil., Northwestern)	Fall 2019

"Aristotle: Form & Matter; The Four Causes"

"Aristotle on Knowledge"

"Aristotelian Psychology"

"Aristotle on The Goal of Human Life"

"Aristotle on the Virtues of Character"

"Aristotle: *Akrasia*, Self-Control, Virtue, Vice"

"Four Principles of Bioethics" (for C. Traina, Religion & Bioethics)	Fall 2019
"Three Classic Moral Theories" (for C. Traina, Religion & Bioethics)	Fall 2019
"On Justice as an Aim of Higher Education" (for S. Goldberg, What is College For?)	Fall 2017
"On Aristotle's *Categories*" (for D. Ebrey, History of Philosophy - Ancient)	Winter 2015
"On Plato's *Euthyphro*" (for E. Diamond, Philosophy on Trial, Dalhousie)	Fall 2011

WRITING COACH

Introduction to Environment, Sustainability, and Society (Dalhousie)	Fall 2011

SECONDARY SCHOOL

Cover Supervisor, TimePlan Education, Kent, UK	2012-2013

Pedagogical Training

Leadership and Character Course Development Workshop (WFU)	Summer 2020
Graduate Digital Humanities Pedagogy Workshop (NU)	Fall 2017
Teaching Certificate Program, Searle Center for Teaching and Learning (NU)	2016-2017
AAPT Seminar on Teaching and Learning	Summer 2016

Service to the Profession

Session Chair, Great Lakes Philosophy Conference, Sienna Heights University	April 2019
Session Chair, Submitted Symposium, APA Central Division Meeting, Chicago	Feb. 2018
Session Chair, Great Lakes Philosophy Conference, Sienna Heights University	April 2018
Session Chair, Plato's Late Dialogues Conference, Northwestern University	March 2016
Assistant Organizer, Classical Association of Canada Conference	Spring 2011

Departmental Service

AT NORTHWESTERN

T.A. Coordinator, Philosophy Graduate Student Association	2017-2018
Vice President, Philosophy Graduate Student Association	2017-2018
Coordinator, Philosophical Greek Reading Group	2014-2016
Coordinator, Ancient Philosophy Workshop	2014-2016
Department Representative (Philosophy) to Graduate Student Association	2014-2015

AT DALHOUSIE

Vice President—Internal, Dalhousie Classics Graduate Student Society	2010-2011
Assistant Office Administrator, Dalhousie Classics Department	2010-2011
Department Librarian, Dalhousie Classics Department	2010-2011

Languages

Ancient Greek	reading competency (and teaching competency: introductory-advanced)
Latin	reading competency (and teaching competency: introductory-intermediate)
French	reading & speaking competency
German	beginner-level reading & speaking

Memberships

APA	American Philosophical Association
AAPT	American Association of Philosophy Teachers

Graduate-Level Coursework   [At Northwestern unless otherwise specified; * = audit.]

ANCIENT GREEK & ROMAN PHILOSOPHY

Metaphysics of Goodness in Plato & Aristotle (Chris Shields)*	Spring 2017
Plato's *Phaedo* (David Ebrey)*	Spring 2016
Plato's *Philebus* (Gabriel Richardson-Lear, *University of Chicago*)*	Winter 2016
Aristotle's *Nicomachean Ethics* (Richard Kraut)	Winter 2015
Plato's Ethics (Richard Kraut)	Spring 2015
Matter in Aristotle's Natural Science (David Ebrey)	Spring 2014
Stoicism (J.P.F. Wynne)	Winter 2014
Skepticism: Ancient & Modern (Baron Reed)	Fall 2013
Aristotle's Ethics (Eli Diamond, *Dalhousie*)*	Fall 2010
Plato's Dialogues (Eli Diamond, *Dalhousie*)	2009-2010
Proclus, Plotinus, and Boethius on Providence (W.J. Hankey, *Dalhousie*)	2009-2010

ETHICS & VALUE THEORY

Inarticulacy & Reasonable Commitments (Kyla Ebels-Duggan)*	Spring 2016
Kant's Moral Theory (Kyla Ebels-Duggan)*	Spring 2015
Desires (Kyla Ebels-Duggan)	Winter 2015
Rawls and His Critics (Proseminar, Charles Mills)	Fall 2014 - Winter 2015
Ethics of Interaction, (Stephen White)	Fall 2014
Philosophy and Literature (Richard Kraut)	Fall 2014
Post-Kantian Ethics (Mark Alznauer)	Fall 2013
Philosophy of Education (Kyla Ebels-Duggan)	Fall 2013

GREEK & LATIN LANGUAGE

Philosophical Greek: Plato's *Protagoras* (J.P.F. Wynne)	Winter 2016
Philosophical Greek: Plato's *Phaedo* (J.P.F. Wynne)	Winter 2015
Philosophical Greek: Plato's *Symposium* (J.P.F. Wynne)	Winter 2014
Latin Literature: Lucretius (J.P.F. Wynne)	Spring 2014
Latin Literature: Seneca (John Schafer)	Winter 2014
Advanced Greek: *Symposium & Hippolytus* (Leona MacLeod, *Dalhousie*)	2009-2010

OTHER

The Science of Rational Belief & Group Decision Making (Matt Kopec)	Spring 2015
Classics in the Philosophy of Language (Proseminar, F. Cariani)	Winter-Spring 2014

Dissertation Abstract

Aristotle's Notion of Teaching and Its Role in His Theory of Moral Education

My dissertation offers a novel interpretation of Aristotle's account of teaching (*didaskalia*). In Part I, I defend my claim that we can find in Aristotle's works a conception of teaching, which is a crucial yet under-explored part of his theory of education. In Part II, I use this interpretation to settle two long-standing debates in Aristotle's ethics concerning the development of the virtues of character and practical wisdom. Finally, in Part III, I show how my reading helps Neo-Aristotelian moral educators respond to the objection that Aristotelian education deprives students of their autonomy.

I begin my interpretation in Part I with Aristotle's clear yet general statements about teaching and 'those who teach.' Chapter 2 establishes that for Aristotle the goal of teaching is to instill scientific knowledge (*episteme*) in students. On my view, scientific knowledge should be interpreted in this context as the possession of true, well-reasoned accounts (*logoi*), which are ultimately grounded in explanatorily basic, subject-specific first principles. Chapter 3 then shows how Aristotle's comments about the pre-conditions for teaching and didactic learning support this reading of teaching's ultimate goal. Teachers must possess the scientific knowledge they intend to teach, and students must both (i) have some prior knowledge of the subject being taught, and (ii) be familiar with the basic rules of logic. Chapter 4 concludes Part I by describing Aristotle's teaching methodology. Teachers use induction, definition, and analogy to generate students' conviction in indemonstrable first principles. Once students grasp these principles, teachers use demonstration and definition to explain what follows from them. When students internalize the whole account such that they can produce it themselves at will, the instillation process is complete.

I turn to Aristotle's moral philosophy in Part II. Chapter 5 contrasts teaching with habituation (*ethismos*)—the method of education primarily responsible for bringing about the virtues of character in the appetitive part of the soul. Some of the most prominent interpretations of Aristotle's theory of moral education contend that habituation must involve some teaching. I argue against this view by showing how Aristotle consistently maintains that teaching is solely devoted to cultivating intellectual virtues in the rational parts of the soul. Chapter 6 takes up a long-standing debate about what Aristotle's practically wise person (*phronimos*) knows. According to the Grand End View, the *phronimos* possesses a philosophical conception of the human good, which he uses as a lodestar in his decision-making. I support the Grand End View against its critics by arguing that since (i) teaching cultivates the intellectual virtues, one of which is practical wisdom, and (ii) teaching instills scientific knowledge, which includes a grasp of the explanatorily basic first principles of a subject, therefore, (iii) a necessary component of practical wisdom involves comprehending the first principle of action—*i.e.*, the human good (*eudaimonia*) as the final goal of *praxis*.

Finally, in Part III, I use my interpretation of teaching to fortify Aristotelian educational theory against the objection—often called 'the paradox of moral education'—that habituation robs students of their autonomy. That would be fair enough, if education only included habituation. But Aristotelian education also includes teaching, which furnishes students with the ability to provide true, well-grounded accounts. This ability, I argue, actually strengthens students' autonomy.