

Teaching Dossier

GRACE HELTON

Table of Contents

1 Teaching Statement

1.1 Courses Taught

1.2 Students Supervised

2 Sample Syllabi

2.1 *Philosophy of Bias: The Nature, Epistemology, & Ethics of Stereotypes*

2.1 *Philosophy of Psychology: Art & Altered States*

1 Teaching Statement

My primary aim as a teacher of philosophy is to help students develop their intellectual autonomy. I want them to understand that studying philosophy is about much more than being able to rehearse the arguments or viewpoints of other people. It is about being able to intellectually approach those arguments on one's own terms and to assess for oneself whether one is persuaded by them. In this way, philosophy requires an enormous amount of self-confidence, in that it asks one to be able to see oneself as capable of contributing meaningfully to a difficult and important conversation. It is this kind of confidence I aim to help instill in my students.

One way I try to help students develop the confidence they need to approach philosophical questions is by fostering a welcoming and warm classroom environment, one in which students can feel certain that their questions and contributions are valued, regardless of how much background in philosophy they might have. One way I do this is by trying to make clear, both explicitly and by my own example, that philosophy requires a radical form of inquisitiveness, particularly in the idea-generating stage of a project. This kind of inquisitiveness does not distinguish between novices and more seasoned students; it welcomes all ideas.

Additionally, one specific technique I use to encourage students to learn from their peers' comments is the incorporation, at the undergraduate level, of an 'active listening' grade in student assessments. To earn this grade, students must demonstrate that they are actively and respectfully listening to their peers, by explicitly responding to the comment of something another student has said. I've found that this technique results in sustained back-and-forths between students, with students often cooperatively generating new and interesting ideas during these exchanges that they might not have come to on their own.

My interests in philosophy are broad, and the courses I've taught reflect this breadth. At the graduate level, I've taught seminars spanning sub-fields such as cognitive science and philosophy of art. More particularly: I've offered a general seminar introducing students to major recent topics in philosophy of cognitive science, one designed to help students quickly get abreast of the recent

controversies in the sub-field. I've also offered a seminar on the epistemology and experience of artworks, where we considered topics such as the aesthetics of horror movies and the subjective experience of jazz improvisation. I have also co-taught a graduate seminar on the nature of reality, where we discussed topics such as the nature of the self and whether the objects in virtual reality are real. During the Spring 2023 term, I offered a seminar on the psychology, ethics, and epistemology of empathy.

At the undergraduate level, I have designed and developed two new courses for Princeton, each of which I have taught multiple times. Both of these courses are cross-listed with Cognitive Science, and both are designed to help students majoring in STEM fields explore the philosophical implications of their scientific studies. In this way, these courses forge a connection between the Philosophy Department and other departments, especially certain of the science departments.

One of these courses, *Introduction to Philosophy of Cognitive Science*, focuses on both classical and recent issues in cognitive psychology and the philosophical significance of those issues. For instance, we discuss: certain thought experiments about the possibility of machine sentience, the question of whether perception is shaped by background desires, and the rationality of certain techniques of emotion regulation. This course helps to satisfy the minor in Robotics, which is housed in the Engineering School. As a result, the bulk of students in this course are engineering majors, and their feedback suggests that the course allows them to think about some of the same issues they might approach in their majors but through a humanistic lens, an opportunity they seem to genuinely value.

The other undergraduate course I have developed, *Philosophy of Bias: The Nature, Epistemology, and Ethics of Stereotypes*, focuses on a wide range of topics relating to social prejudice, such as sexism and racism. For instance, it explores: the nature of implicit bias, various competing models of intersectionality, and several applied issues, such as the question of whether the current diagnostic criteria for PTSD create a kind of structural injustice for certain sufferers of the condition; and the question of how to respond to racist monuments. Philosophy is extremely male-dominated and overwhelmingly white, and the question of how to attract more women and people of color to the discipline is an oft-discussed one in the field. In this context, it's notable that each of the five times I've taught this course, the students enrolled in the course have been far more diverse than the students enrolled in other philosophy courses at my university. Some of these students are philosophy majors, but for some, it is their first course in philosophy. This suggests to me the possibility that this course plays a role at my home institution in attracting students to philosophy who might not otherwise study it.

1.1 Courses Taught

Graduate

Philosophy of Mind: Psychology, Ethics, & Epistemology of Empathy	Spring 2023
Philosophy of Mind: Art and Altered States	Spring 2021
Metaphysics: Mind, Knowledge, and Reality (co-taught)	Spring 2020
Philosophy of Mind: Recent Issues in Philosophy of Psychology	Fall 2018

Undergraduate

Freshman Seminar: Empathy & Intersubjectivity	Spring 2023
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Philosophy of Bias: The Nature, Epistemology, & Ethics of Stereotypes

Fall 2022
Spring 2020
Spring 2019
Spring 2018
Spring 2017

Introduction to Philosophy of Cognitive Science

Fall 2019
Fall 2017
Fall 2016

1.2 *Students Supervised*

Senior Theses – 7 completed

Junior Projects – 7 completed

Graduate-Level Independent Studies

2022-23

- “White Ignorant Perspectives”
- a paper on philosophy of film
- “A Causal Theory of Mental State Awareness”
- a paper on philosophy of religion and philosophy of emotion (ongoing)

2020-21

- “Agentive Awareness and the Left-Hemisphere ‘Interpreter’”
- an untitled paper on ‘flow’ states
- “Against Agency in ‘Flow’ States”
- “Improvisation and ‘Flow’” (external student, Humboldt University)

2019-2020

- a paper on epistemic injustice
- “Reconsidering Gaslighting”

2018-2019

- “Clearing Ground for Attention Norms”
- “Cudd and the Problem of Pseudo-Oppression”
- “The Can’t-Wouldn’t Theory of Imaginative Resistance”
- “Communicative Injustice”
- “The Role of Emotions in Practical Reasoning”
- “The Patriarchal Predicament”

- “The ‘Blind Flailing’ Model of Perceptual Learning,” (visiting student, Hebrew University of Jerusalem)

2017-2018

- “Gatekeeping Generics”
- “Hermeneutical Injustice in Racial and Ethnic Identity”

Graduate Generals Advising

- “Imaginative Resistance”

Ph.D. Thesis Advising (All as Secondary Advisor)

- a thesis on the ethics and rationality of anger (expected 2023)
- *Explaining the Distinctiveness of Persons* (2023)
- *On Conflation* (2022)
- *Pride, Shame, and Patriotism* (2021)
- *Rationality, Bias, and Mind: Essays on Epistemology and Cognitive Science* (2020)

Other Graduate Advising

- led a weekly reading group for graduate students on topics in prejudice – Spring & Summer 2018
- informally advised two graduate students on projects in philosophy of race beyond those in formal independent studies

2 Sample Syllabi

2.1 *Philosophy of Bias (Undergraduate Course)*

Philosophy of Bias: The Nature, Ethics, & Epistemology of Stereotypes

PHI 352 / CGS 352

Description

This course is designed to introduce advanced students to empirical results in the psychology of group-based bias, to analyze these results along several philosophically important dimensions. We will explore the psychological nature of stereotypes, as informed by both empirical findings and philosophical insights. We will also consider conceptual issues in intersectionality, structural injustice, and oppression, along with related questions of ethics and epistemology.

Final Grade:

Active Listening Grade = 2% each (20% total)

1 In-class Peer Exchange of Draft of Final paper = 5%

2 Short Papers = 25% each (= 50% total), 750-900 words

1 Final Paper = 25% (*due Dean's Date*), 1500-2000 words

Part I Discrimination & Possible Psychological Explanations

Tuesday September 6 Introduction

No new readings

Thursday, September 8 Examples of Bias in the Real World

Nunley et al., “Racial Discrimination in the Labor Market,” sections 1, 3, & 5 only

Banerjee et al., “Do Large Employers Treat Racial Minorities More Fairly?” pp. 17-18 only

Koch et al., “A Meta-Analysis of Gender Stereotypes & Bias In Experimental Simulations of Employment Decision-Making,”

pp. 138-140 (*Summary of Findings* only)

Grunspan et al., “Males Under-Estimate Academic Performance of their Female Peers in Undergraduate Biology Classrooms”

Meghani et al., “Time to Take Stock: A Meta-Analysis and Systematic Review of Analgesic Treatment Disparities in the United States,” *Introduction* and *Discussion* sections only (you may ignore figures)

optional: Milkman et al.

Tuesday, September 13 Hierarchy Preservation & Bias

Fiske et al., “A model of (often mixed) stereotype content: competence and warmth respectively follow from perceived status and competition” (skip statistical analyses)

Samson, “Multiple Group Threat & Malleable White Attitudes,” pp. 233-238 and *Conclusion*

Hall and Livingston, “The Hubris Penalty: Biased Responses to ‘Celebration’ Displays of Black Football Players”

Thursday, September 15 Measures of Implicit Bias: The Implicit Attitude Test & Associative Models of Implicit Bias

Blind Spot, pp. 34—53

Oswald et al., “Predicting ethnic and racial discrimination: A Meta-Analysis of IAT Criterion Studies.”

Tuesday, September 20 Associative Models of Implicit Bias (continued)

Mandelbaum, “Associationism”

Hand-out on Arguments (Section 3)

Do not read for this time, we’re catching up: Payne et al., “Weapon bias: Split-second decisions and unintended stereotyping”

Payne et al., “An Inkblot for Attitudes: Affect Misattribution as Implicit Measurement”

Blaison et al., “The Affect Misattribution Procedure: Hot or Not?”

optional: Amodio et al., “Individual Differences in the Activation & Control of Affective Race Bias,” pp. 739—741 (up to *Method*); p. 750

Thursday, September 22 Awareness & Malleability of Implicit Bias

Norton et al., “Casuistry & Social Category Bias,” pp. 817—818, 820—821 only

Smith et al., “Affective Focus Increases the Concordance Between Implicit & Explicit Attitudes” (pp. 3—6; p. 17; pp. 21—23 only)

Optional: Huntsinger, “Anger Enhances Correspondence Between Implicit and Explicit Attitudes”

Thursday, September 29 Altering Implicit Bias

Kang et al., “The Nondiscriminating Heart” (*Discussion* section only)

Devine et al., “Long-term Reduction in Implicit Race Bias,” (*Multifaceted Prejudice Habit-Breaking Intervention & Discussion* sections only)

Optional:

Nelson et al., “Bystander Anti-Racism: A Review of the Literature”; Madera, “‘Don’t Stigmatize’: The Ironic Effects of Equal Opportunity Guidelines in Interviews”; Lai et al., “Reducing Implicit Racial Preferences: A Comparative Investigation of 17 Interventions”

Part II Intersectionality: Discrimination as a Function of Multiple Identities

Tuesday, October 4 Empirical Investigations of Responses to Racism; Coping with Bias

Kwate, et al., “Racism Still Exists: A Public Health Intervention,” (*Discussion* only, starting p. 7)

Szymanski, "Gendered Racism, Coping, Identity," (*Procedure & Discussion* sections only)

Thursday October 6 Kinds of Intersectionality

Crenshaw, TED Talk (TW: Physical violence, esp towards end of video) <https://www.youtube.com/watch?v=akOe5-UsQ2o>

Carasthasis, "The Concept of Intersectionality in Feminist Theory"

Part III Structural Injustice & Case Studies from Psychological Pathology

Tuesday, October 11 Theory of Structural Injustice

Iris Marion Young, *Structural Injustice & The Politics of Difference*, excerpts

Optional: McKeown, "Structural Injustice"

Optional: Soja, *Seeking Spatial Justice*, excerpts

Thursday, October 13 Structural Injustice & the Construal of PTSD

McSweeney, "Maladjustment" (TW: SA)

Optional: Thompson, "Toward a Feminist Psychological Theory of 'Institutional Trauma'" (TW: SA)

Friday, October 14th, 1st Short Paper Due by 11:59 EST, on Canvas

Tuesday October 18

NO CLASS (Fall Break)

Thursday October 20

No Class (Fall Break)

Tuesday, October 25 Structural Injustice & The Construal of "Imposter Syndrome"

Tulshyan & Burey, "Stop Telling Women They Have Imposter Syndrome"

Optional: Paul, "What Should 'Imposter Syndrome' Be?"

Optional: Hawley, "What is Imposter Syndrome?"

Part IV What Is Oppression?

Thursday, October 27 Young's Faces of Oppression

Young, "Five Faces of Oppression"

Bascara, *Towards a Unified Theory of Oppression*, excerpts

Tuesday, November 1 Cudd on the Nature of Oppression

Cudd, *Analysing Oppression*, excerpts

Bascara, *Towards a Unified Theory of Oppression* excerpts

Thursday, November 3 Oppression & Double Binds

Cudd, "Oppression by Choice," sections II, III, & IV

Hirji, "Oppressive Double Binds"

Part V Epistemic Injustice

Tuesday, November 8 Epistemic Coercion

Dandelet, "Epistemic Coercion" (TW: SA)

Thursday, November 10 Testimonial Injustice

Fricker, *Epistemic Injustice*, ch. 1

Thursday, November 15 Another Type of Testimonial Injustice? Credibility Excess

Davis, "Typecasts"

2nd Short Paper Due by 11:59PM EST

Thursday, November 17 Hermeneutical Injustice

Fricker, *Epistemic Injustice*, ch. 7 (TW: SA)

Medina, "Varieties of Hermeneutical Injustice"

Tuesday November 22: Thanksgiving Break
NO CLASS

Thursday November 24: Thanksgiving Break
NO CLASS

Part VI The Role of Emotional Responses to Injustice & Oppression

Tuesday, November 29: Emotion & Responses to Oppression I
Cherry, "Love, Anger, & Racial Injustice"

Thursday, December 1: Emotion & Responses to Oppression II

Bell, "What is Contempt?" sections 1.1, 1.2, and 1.5; Bell, "Contempt, Racism, & Civility's Limits" (focus on p. 216)
Bell, "Globalist Attitudes and the Fittingness Objection," excerpts

Tuesday, December 6: Public Monuments

Bell, "Against Simple Removal"

Lai, "Objectionable Commemorations, Historical Value, and Repudiatory Honouring"

"Columbus Statue Topped in Baltimore," <https://www.youtube.com/watch?v=aU4bkGuM4kY>

"Columbus Statue Vandalized" <https://www.youtube.com/watch?v=Af925WKk9Wc>

Thursday December 8 : Final Lecture / Group Activity for Final Paper

No new readings

Email Professor ~1-2 paragraph description of final paper for group activity by **11:59pm EST December 7th**

December 9-16 Reading Period (No Class)

Friday, December 16 Dean's Date, Final Paper Due

2.1 *Sample Syllabus: Art & Altered States (Graduate Course)*

Recent Work in Philosophy of Psychology: Art & Altered States

PHI 535

Week 1: Jazz Improvisation, The Sense of Agency, & The Nature of Action

Bayne, "The Phenomenology of Agency"

Norgaard, "Descriptions of Improvisational Thinking by Artist-Level Jazz Musicians"

Misc. quotes from jazz artists – see Canvas

Brownstein, M. "Rationalizing flow: Agency in skilled unreflective action."

Week 2: The Nature & Epistemology of Psychedelic Experience & Psychedelic Transformation

Amada et al., "Psychedelic Experience and the Narrative Self: An Exploratory Qualitative Study"

Letheby, "The Varieties of Psychedelic Epistemology"

Letheby, "The Philosophy of Psychedelic Transformation"

Optional: Carhart-Harris, "How Do Psychedelics Work?"

Optional: Lyons, T., & Carhart-Harris, "More realistic forecasting of future life events after psilocybin for treatment-resistant depression"

Week 3: The Nature of Film Experience

Terrone, "Imagination and Perception in Film Experience," sections I, IV, and V
Curran, "Silly Questions and Arguments for the Implicit, Cinematic Narrator," parts IV and V
Optional: Wilson, "Seeing Fictions in Film: The Epistemology of Movies"

Week 4: Presence in Film Experience (with guests Enrico Terrone and Sara Aronowitz)

Terrone, "Neither Here nor There, but Now"
Aronowitz & Helton, "Perspectives in Film"

Week 5: Why Do We Enjoy Sad Music?

Smuts, "Art and Negative Affect"
Garrido, *Why Are We Attracted to Sad Music?*, chapter 2
Optional: Kawakami et al, "Sad Music Induces Pleasant Emotion,"
Robinson & Hatten, "Music & Emotion"

Week 6: Why Do We Enjoy Horror?

Bantinaki, K. "The Paradox of Horror: Fear as a Positive Emotion"
Carroll, *Philosophy of Horror, or Paradoxes of the Heart*, excerpts
Smuts, "Cognitive and Philosophical Approaches to Horror"
Optional: "Clasen & Kjeldgaard-Christiansen, "Horror, Personality, & Threat Simulation: A Survey on the Psychology of Scary Media"

Week 7: Presence & Illusion in Virtual Reality

Chalmers, *Reality 2.0*, excerpts

Week 8: Intrapersonal Cold-Hot/Hot-Cold Empathy Gaps

Van Boven, "Changing Places: A Dual-Judgment Model of Empathy Gaps in Emotional Perspective Taking," pp. 118-131
Paul, "De Se Preferences and Empathy for Future Selves"
Optional: Van Boven et al., 2012. "The illusion of courage in self-predictions: Mispredicting one's own behavior in embarrassing situations."
Read & Loewenstein, "Enduring Pain for Money: Decisions Based on the Perception and Memory of Pain"
Ariely & Loewenstein, "The Heat of the Moment: The Effect of Sexual Arousal on Sexual Decision Making"

Week 9: Interpersonal Cold-Hot/Hot-Cold Empathy Gaps

Van Boven, "Changing Places: A Dual-Judgment Model of Empathy Gaps in Emotional Perspective Taking," pp. 118-131-143
Paul, "The Paradox of Empathy"
Optional: Loewenstein, "Hot-Cold Empathy Gaps and Medical Decision Making," section "Interpersonal Empathy Gaps"
Woodzicka & LaFrance, "Real Versus Imagined Gender Harassment"

Week 10: Awe, Art, and Self-Transcendence

Shiota et al., "The Nature of Awe: Elicitors, Appraisals, and Effects on Self-Concept"
Yaden et al., "The Varieties of Self-Transcendent Emotions," pp. 143-152
van Elk et al., "Standing in Awe: The Effects of Awe on Body Perception and the Relation with Absorption,"

Week 11: Truth Bias, The Spinozan View of Belief-formation ,and Propaganda

Quilty-Dunn & Mandelbaum, "Believing without Reason: Or Why Liberals Shouldn't Watch Fox News"
Optional: Mandelbaum, "Thinking is Believing"

Week 12: Student Presentations & General Discussion