

## Teaching Philosophy and Teaching Plans

Based on wide-ranging teaching experience and research interests, I can teach courses across areas and disciplines. I have taught at the introductory, upper, and graduate levels courses spanning philosophical methodology, ethics, metaethics, aesthetics, philosophy of action, philosophy of mind, philosophy of science, a broad range of history of philosophy, and animal/environmental studies. My courses at NYU covered animal ethics, animal minds, and food studies. At the University of Chicago Law School, I co-teach the Law and Philosophy workshop (this year's two topics are climate change and animal rights). I hope to continue teaching a variety of courses at all levels and across programs and to contribute to curriculum development. I'm keen on innovative, practice- and project-based learning methods, involving such things as creative projects, field work, service, or online learning and writing, and on engaging with students beyond the classroom, through advising, tutorials, research supervision, research assistance, clubs, and other extracurricular activities (events, internships, outreach, community service).

New courses I'd be happy to teach in the future include Environmental Ethics; Topics in Environmental/Animal Ethics (e.g., Climate Ethics and Justice; Ecofeminism; Ethics of Marine Life; Ethics and Advocacy); Philosophy of Law; An Intro to Philosophy; courses in Applied Ethics (e.g., Contemporary Social Issues; The Ethics of Captivity; Ethics of Science and Technology); first-year seminars (e.g., The Meaning of Life and Death; Humans and Animals). Many courses can be taught either as introductory, without prerequisites, or advanced, by introducing more readings in value theory, and/or more advanced readings on climate science and policy, ecology, and economics, food studies, or animal cognition.

My syllabi use an array of resources and intellectual tools: classic and contemporary primary readings, literary works, empirical studies, popular writing, including many female authors and underrepresented traditions. They include a variety of activities and assignments, from independent research to group work, from class debates to guest speakers and field trips. And many include an online component (e.g., forums, peer-assessment, grading, course materials). At NYU, I taught lectures of 40+ students and seminars of about 15-25 students; in France, enrollment ranged from 5 to 30. The Law and Philosophy workshop, open to the public, counts 7 students (all current J.D. or graduate students). For all courses but the workshop, I have been sole instructor and developed my own syllabi. While at NYU, I served as the Animal Studies minor adviser, providing guidance on the curriculum, independent research, extracurricular activities, career prospects, and events.

Teaching a diversity of students effectively requires conveying challenging materials, ideas and problems in an accessible way and a commitment to highlighting meaningful interplays between philosophy, other disciplines, and practical questions, through arguments, empirical investigation, and case studies. For example: How do ethical theories apply to

food, healthcare, procreation, and wildlife conservation? How should empirical facts inform our philosophical frameworks? My courses include group presentations and research papers allowing students to apply course materials and explore problems in broader contexts, on topics of their choice. In any setting (classroom, office hours, independent study), I apply rigorous standards while responding to specific needs: e.g., providing feedback on drafts, tailoring paper topics to personal interests, and reviewing graded assignments in one-on-one sessions. My courses thus foster both individualized learning and collaborative engagement.

I strive to build an inclusive and respectful environment for the many facets of diversity (race, religion, national origin, gender identity, sexual orientation, politics, ability), in the syllabus, in class and beyond. Experience with students from various backgrounds and my strong commitment to undergraduate education equip me beyond my specialization to achieve three converging goals: (1) comprehensive understanding of the subject matter; (2) development of analytical and critical skills for writing, reading, and research skills; (3) creating global connections and reflections between materials, problems, classes, and real-world contexts. Let me illustrate with a few examples.

At NYU, 'Animal Minds' and 'Food, Animals, and the Environment' involved particularly challenging materials (in philosophy, scientific methodology, animal cognition, environmental science) and a steep learning curve. Final essays, exams and presentations usually improve significantly on past performance and reflect an impressive ability to link course contents with broader issues. Group presentations covered topics such as, in *Animal Minds*: public perceptions of sharks, anthropomorphism in children stories, or how relationships with pets affected perceptions of animal minds; in *Food, Animals, and the Environment*: diet and public policies, urban farming, or food labeling, among many others. Students combine independent research, fieldwork (interviews, surveys) and course materials and learn how science, philosophy, and environmental studies shed light on issues such as child education, advertising and media, conservation, or social justice. Fourth year students in 'Introduction to Analytic Philosophy' (Aix-Marseille) wrote substantial papers intersecting with their senior thesis (e.g. on Continental philosophy or philosophy of science), while demonstrating a good grasp of the history of analytic philosophy as a result of our seminar. In 'Ethics and Animals' (NYU), some students previously unfamiliar with the subject wrote outstanding papers that they revised for potential publication. These examples show how one class can accomplish its intrinsic goals while fostering broader reasoning skills that can be transferred beneficially to other topics and disciplines.

I pay close attention to the constructive and critical suggestions I receive, consistently revising and improving my syllabi and pedagogy, while building a diverse portfolio. Course evaluations, which have consistently improved, further feedback from assistants and administrators, and students' enrolling (and succeeding) in my classes over consecutive semesters, all suggest that the above goals can be met.