

Benjamin Hassman

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Education

Ph.D, Philosophy University of Iowa, July 2011

AOS: Metaphysics and Epistemology

AOC: Logic, Ethics, Early Modern

Rhetoric Professional Development Program University of Iowa, December 2008

M.A., Philosophy University of Iowa, May 2008

B.A., Philosophy University of Iowa, December 2002

Key Contributions

By Institution

Onondaga Community College Syracuse, NY – Adjunct Professor of Philosophy, 2012-present

- Developing and teaching SUNY courses, including face-to-face and online
- Assessment Fellow, surveying learning outcomes of SUNY OCC Humanities general education courses, presenting, poster: *Unified Suggested Performance Targets and Collective Reporting In the Humanities*
- First-Year Academic Advisor (only faculty chosen for full-time, summer 2013)
- Administrative Support Developer, part of teams working on OCC Transfer Process Checklist & Online Faculty Advising Preparation Module
- Service-Learning Committee member, Service-Learning Institute Planning Sub-Committee Member

Cazenovia College Cazenovia, NY – Adjunct Faculty, 2014-present

- Developing and teaching philosophy courses (for faculty sabbatical) including the capstone-style Ethical Issues in Organizations

Mount Mercy University Cedar Rapids, IA – Adjunct Faculty, 2011-present

- Developed and taught accelerated Introduction to Ethics as an online course for non-traditional students in the Advance Program, part of a 2+2 transfer program with Kirkwood Community College
- Chosen as the first developer in a campus-wide online initiative to work with a third party facilitator of online curricula (The Learning House) reporting directly to the Vice Provost of Academic Affairs

Kirkwood Community College Cedar Rapids, IA – Adjunct Faculty, 2009-2011

- Developed and taught accelerated Business Ethics to non-traditional Advance Program students

University of Iowa Iowa City, IA – Teaching Assistant; Research Assistant; Tutor, 2003-2010

- Worked one-on-one with non-native speakers as a Speaking Center Tutor
- Taught primarily first-year students in philosophy courses and rhetoric (Iowa's required writing, reading, & speaking course for first-year students)
- Member, Speaking Center Online Resource Development Team
- Logic Research Assistant mapping theorems from *Principia Mathematica* to Suppes' *Axiomatic Set Theory*

Hillside Work-Scholarship Connection Syracuse, NY – Tutor, 2011-present

- Tutored at-risk High School Students both in groups and one-on-one
- Chosen to develop and deliver test preparation curriculum in a seminar format

Say Yes to Education Syracuse, NY – Instructor Coordinator, 2011-2012

- Co-directed an embedded high school tutoring program, including staffing, site training for tutors, and all interactions with high school administration
- Represented Say Yes to administration, faculty, tutors, and the public
- Designed tutoring materials in collaboration with teachers, administration, and support staff based on New York State Education Department learning outcomes

Key Contributions*Research***Semantic Objects and Paradox: A Study of Yablo's Omega-Liar**

Dissertation, University of Iowa, 2011

How a Non-effective Yablo Paradox Works

Refereed paper, presented at the Central APA Bertrand Russell Society Meeting, Spring 2011

Battling Paradox: Recapturing Reference for (Some) Sorites Susceptible Predicates

Refereed paper, presented at the Midsouth Philosophy Conference, 2009

The Inexpressible Truth about Xenophon

Refereed paper, presented at the University of Iowa Graduate Philosophical Society Conference, 2007

Research Interests: metaphysics; philosophy of language; paradoxes;**Teaching***Courses Taught with Student Reviews*

Onondaga Community College	
Average of scores ranging from low of 1 to a high of 5	
<i>Early Modern Philosophy</i> Fall 2012 – 15 students Spring 2012 – 17 students	4.7
<i>Ethics</i> Spring 2014 – <i>forthcoming</i> Fall 2012 – 16 students Spring 2012 – 34 students	4.7
<i>Ethics, Online (through ANGEL)</i> Spring 2014 – <i>forthcoming</i> Winter 2014, two sections – 15 & 10 students Fall 2013, two sections – 17 & 19 students Spring 2013, two sections – 11 & 16 students Fall 2012 – 19 students	5.0

<i>Introduction to Philosophy</i> Spring 2014 – <i>forthcoming</i> Spring 2013 – 32 students	4.9
<i>Logic</i> Fall 2013 – 31 students	4.7

Cazenovia College Scores forthcoming	
<i>Ethical Issues in Organizations</i> Spring 2014 – 25 students	-
<i>Ethics</i> Spring 2014 – 25 students	-

Mount Mercy University Average of scores ranging from low of 1 to a high of 5	
<i>Introduction to Ethics, Online (through Moodle)</i> January 2014 – <i>forthcoming</i> January 2013 – 20 students January 2012 – 17 students	4.8

Kirkwood Community College Average of scores ranging from low of 1 to a high of 10	
<i>Introduction to Ethics</i> Summer 2011 – 17 students Fall 2010 – 12 students Spring 2010 – 8 students Summer 2009 – 6 students	9.6

University of Iowa Average of scores ranging from low of 1 to a high of 6	
<i>Introduction to Philosophy</i> Fall 2007 – 36 students Spring 2007 – 35 students Fall 2006 – 36 students Spring 2006 – 36 students Fall 2005 – 42 students	5.7
<i>Rhetoric I, II, Accelerated, and Honors</i> Accelerated: Fall 2010 – 40 students (2 sections)	5.5

Accelerated: Spring 2010 – 20 students I: Fall 2009 – 42 students (2 sections) II: Spring 2009 – 22 students Honors: Fall 2008 – 23 students	
<i>Principles of Reasoning</i> Spring 2005 – 40 students	5.8
<i>Philosophy and the Just Society</i> Spring 2008 – 29 students Fall 2004 – 48 students Spring 2004 – 23 students	5.9
<i>Philosophy and Human Nature</i> Fall 2003 – 48 students	5.9

Teaching

Positions with Course Descriptions

Onondaga Community College – Adjunct Professor of Philosophy (Jan 2012-present)

Logic

An introductory course in symbolic logic. Students are introduced to the basic principles of logical analysis, including argument recognition, the distinction between deductive and inductive arguments, validity, and soundness. Students also learn how to construct truth tables and proofs in propositional logic and cover the fundamentals of predicate logic.

Ethics

An introduction to the basic problem of what one should do. Students learn to apply concepts of right, wrong, good and bad to persons and their actions. Topics covered include: major ethical traditions, relativism and absolutism, morality and religion, and the foundations of moral obligation. Issues are investigated through study and discussion of theory-based ethical decision-procedures. The text is James Rachels' *Elements of Moral Philosophy*.

History of Philosophy – Early Modern

An introduction to the problems of philosophy as presented by major philosophical movements of the 17th and 18th centuries, with a focus on the Rationalism-Empiricism debate. Representative primary source readings include works selected from Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

Introduction to Philosophy

An introduction to some of the main issues in Western philosophy. Students are exposed to both classic and contemporary writings from core areas of philosophy such as epistemology, metaphysics, philosophy of mind, philosophy of religion, social/political philosophy and aesthetics. By critically evaluating the arguments that arise in these areas, students develop a deeper understanding of the nature of philosophical inquiry and critical analysis. Emphasis is

placed on how thinking philosophically can help us address many important contemporary issues. The text is James Rachels' *Problems from Philosophy*.

Online Ethics

An asynchronous, fully online introduction to the basic problem of what one should do, developed in conjunction with the OCC Instructional Design and Delivery department from the face-to-face framework. The course covers similar material using written lectures, discussion boards, and extensive student-teacher interaction (e.g., full draft comments on essays) to reduce distance and provide students with a supportive online environment. As with the face-to-face course students learn to apply various theories as analytical decision-making tools for resolving ethical dilemmas. The text is James Rachels' *Elements of Moral Philosophy*.

Logic and Paradox (under development)

An advanced course designed to provide an applied Logic course beyond the introductory. Paradoxes are presented and evaluated using basic predicate logic skills to develop those skills and provide a concrete context in which they serve students. Students end the course with a project that applies their formal logical skills to understanding a paradox of their choosing. Texts include Sainsbury's *Paradoxes* and Clark's *Paradoxes, A to Z*.

Introduction to Political Theory (under development, cross-listed with Poli-Sci)

An introduction to the basic arguments that seek to define, explain and justify various forms of political organization in the ancient and modern worlds. Students analyze and discuss various concepts of justice. The dominant philosophical ideas that inform our political thinking are examined and critiqued. Texts range from classic (Plato's *Republic*) to contemporary (Mill's *On Liberty*).

World Philosophy (under development)

An introduction to non-Western philosophy (African, Indian, Chinese, Islamic, etc.). In the early stages of development as part of an effort to broaden OCC's SUNY General Education philosophy offerings. AA and AS degree requirement changes provided the opportunity to use course development in ways that offer students more opportunities to take relevant courses while satisfying degree requirements.

Cazenovia College – Adjunct Faculty (Jan 2014-present)

Ethical Issues in Organizations

A capstone-style course for Juniors and Seniors working to understand issues of morality unique to organizations. Uses various ethical theories and philosophical analysis to understand ethical dilemmas within students' future career track. Emphasis placed on small-group work and student-driven content.

Ethics

An introduction to the basic problem of what we should do. We will learn about several ethical theories, the concepts of right and wrong actions, and good and bad persons. Each theory is applied as an analytical decision-making tool for resolving ethical dilemmas.

Mount Mercy University – Adjunct Faculty Adult Accelerated Program (Jan 2011-Jan 2014)

Introduction to Ethics

Part of the Advance Program, this accelerated course is designed exclusively for non-traditional, adult students: an introduction to ethics couched in terms of business. Modern readings from a text (usually Ciulla, Martin, and Solomon's *Honest Work: A Business Ethics Reader*) are analyzed in terms of classic ethical treatments including selections from Aristotle's *Nicomachean Ethics*, Kant's *Groundwork of the Metaphysics of Morals*, and Mill's *Utilitarianism*. This five-week night course meets once a week in a four-hour block and is supplemented by asynchronous elements.

The Advance Program is part of a 2+2 transfer agreement between Kirkwood Community College and Mount Mercy University that focuses on adult-exclusive accelerated courses. This course was initially developed for Kirkwood Community College and adapted for Mount Mercy.

Introduction to Ethics, Online

Chosen to develop Business Ethics into a fully online course. It was the first in a campus-wide online initiative developing and implementing courses with a third party (The Learning House). This course covers similar material using videos, discussion boards, and extensive student-teacher interaction (e.g., full draft comments on essays) to reduce distance and provide students with a supportive online environment. As with Business Ethics, this is a five-week accelerated course exclusive to non-traditional students.

Kirkwood Community College – Adjunct Faculty (May 2009-May 2011)

Business Ethics, Accelerated

Part of the Advance Program, this accelerated course is designed exclusively for non-traditional adult students, an introduction to ethics couched in terms of business. Modern readings from a text (usually Ciulla, Martin, and Solomon's *Honest Work: A Business Ethics Reader*) are analyzed in terms of classic ethical treatments including selections from Aristotle's *Nicomachean Ethics*, Kant's *Groundwork of the Metaphysics of Morals*, and Mill's *Utilitarianism*. This five-week night course meets once a week in a four-hour block and is supplemented by asynchronous elements.

The Advance Program is part of a 2+2 transfer agreement between Kirkwood Community College and Mount Mercy University that focuses on adult-exclusive accelerated courses. This course was initially developed for Kirkwood Community College and adapted for Mount Mercy.

University of Iowa – Philosophy Teaching Assistant (Aug 2003-May 2008)

Rhetoric Teaching Assistant (May 2008-Dec 2010)

Introduction to Philosophy

An introduction to the various branches of philosophy. It begins with discussions of metaphysics, epistemology, and ethics in Plato, tracing similar concerns throughout history. Readings from various semesters include: Plato's *Apology*, *Meno*, *Phaedo*, and *Euthyphro*, Descartes' *Meditations on First Philosophy*, Locke's *Essay*, Berkeley's *Three Dialogues*, Hume's *Dialogues Concerning Natural Religion* and *Enquiry*, Mill's *Utilitarianism*, Russell's *Problems of Philosophy*, and Perry's *Dialogue on Personal Identity and Immortality*.

Principles of Reasoning

Distinguishes logically correct from incorrect reasoning and uses formal techniques to evaluate the cogency of everyday argumentation. Focus is given to a variety of elementary logical techniques and rules: analyzing simple and complex statements and arguments, distinguishing valid and invalid arguments, learning some of the rules for syllogisms, truth tables and propositional logic.

Philosophy and the Just Society

Examines theories of the nature of individuals and governments, and the obligations, if any, they have to each other. When possible, these theories are placed within the larger context in which they were expressed. Readings include Plato's *The Republic*, Hobbes' *Leviathan*, Rousseau's *Social Contract*, and Mill's *On Liberty* and *Utilitarianism*. Served as TA for two semesters and taught once autonomously as a 3-hour night course meeting once a week.

Philosophy and Human Nature (as TA)

An introduction to philosophical reflection about human nature. Topics include: the mind-body problem, personal identity, and immortality (Plato's *Phaedo* and John Perry's *Dialogue on Personal Identity and Immortality*), two classical accounts of human nature and the human condition (Aristotle's *Nicomachean Ethics* and Augustine's *Confessions*) and two modern accounts (Thomas Hobbes' *Human Nature* and Joseph Butler's *Five Sermons*).

Rhetoric Courses

Each course is an introduction to critical writing, reading, and speaking at the college level. Rhetoric courses are performance courses based around a subset of the following assignments: argument characterization, controversy characterization, and position advocacy. Rhetoric is a required first-year course.

Developed and taught as autonomous instructor: **Honors Accelerated Rhetoric; Accelerated Rhetoric; Rhetoric I; Rhetoric II;**

Professional History

Relevant Positions

Onondaga Community College – First-Year Academic Advisor (Summer 2013)
Administrative Support Developer (Fall 2013)

Co-Developer (of three) of the OCC Online Faculty Advising Preparation Module

Planned and produced online preparation modules for faculty new to advising and faculty new to advising at Onondaga Community College with a full-time faculty and full-time educational advisor. Emphasis is placed on streamlining information and presentation and usability of resources. The ideal is that new faculty advisors can learn and deploy developmental advising techniques when and where it works best (even immediately preceding advising) to maximize developmental abilities gained from time invested.

Co-Developer (of two) of the Onondaga Community College Transfer Checklist

Worked one-on-one with a full-time educational advisor to map the entire transfer process from choosing an appropriate OCC program (i.e., major) to choosing from Transfer Target Schools to finishing OCC and moving. The checklist is both a practical document for students looking to transfer and a support document for faculty and staff working with students on their educational goals and pathways.

Academic Advisor

Advised first-year students one-on-one, recommending course and program (i.e., major) choices based on a developmental model. Worked to educate students about their new environment and use their educational goals and values to shape their program and courses to match. Used Colleague and OnBase software to support advising.

Hillside Work-Scholarship Connection – Tutor (Oct 2011-present)

Tutor at-risk High School students as part of Hillside's nationally recognized after-school academic support program. The holistic program aims at preparing students to enter college or the workplace post-graduation. Work includes drop-in sessions in Math, Science, English, and Social Studies, iterative one-on-one support, and designed group-tutoring sessions.

Say Yes to Education – Instructor Coordinator (Oct 2011-Jun 2012)

Co-Directed Embedded High School Tutoring Program

The program aimed to support students in their school and in the classroom. Was responsible for staffing, facility planning, and as a liaison between Say Yes staff and school administration.

Say Yes Representative

Represented tutoring program and Say Yes generally to faculty and administration as well as the public events including parents, local politicians, and teachers from across the district. Attended faculty meetings and recognition events and spoke to large groups of students and groups of tutors, faculty, and administration.

Tutoring Materials Developer

Designed tutoring materials in collaboration with teachers, administration, and support staff including assessments and tutor training materials based on New York State Education Department learning outcomes.

University of Iowa – Research Assistant (Summer 2005)

Speaking Center Tutor & Online Resource Developer (Spring 2011)

Speaking Center Tutor

Worked one-on-one (primarily with non-native speakers) as a Speaking Center Tutor on both a drop-in basis and in scheduled weekly meetings. Work included conversational and structured interactions aimed at increasing both formal and informal verbal skills. Additionally worked collaboratively with tutees to hone their verbal presentations both at the structural and presentation level.

Online Resource Development Team Member

Surveyed common online speaking center resources as part of the Speaking Center Online Resource Development Team. The Team was tasked with developing web resources for the Speaking Center. Surveyed other institutions' resources from handouts to support and sample videos with an eye for what would work with the University of Iowa Speaking Center's mission and for the University of Iowa's student body.

Logic Research Assistant

Assistant to Professor Greg Landini. Mapped theorems from Bertrand Russell's *Principia Mathematica* to Patrick Suppes' *Axiomatic Set Theory*. The goal was to understand the basic logical concepts from *Principia* in common set theoretical contexts (e.g., checking the validity of common set theoretical proofs using *Principia*'s notation).

Professional History

Administrative & Advising

Developer and Implementer, Social Sciences and Philosophy Department Advising Seminar
(Onondaga Community College, Fall 2013)

Co-developer (Three-person Team), Online Faculty Advising Preparation Module
(Onondaga Community College, Fall 2013)

Co-developer (Two-person Team), Onondaga Community College Transfer Process Checklist
(Onondaga Community College, Summer-Fall 2013)

First-Year Academic Advisor

(Onondaga Community College, Summer 2013)

Assessment Fellow

(Onondaga Community College, Fall 2012-Spring 2013)

Speaking Center Online Resource Development Team Member

(University of Iowa, Spring 2011)

Professional History

Service

Author, OCC Service-Learning Institute Report in Service-Learning Newsletter

(Onondaga Community College, Spring 2013)

Represented Service-Learning Committee to New York Campus Compact Representative as well as Visiting Service-Learning Institute Leader Ed Zlotkowski

(Onondaga Community College, Spring 2013)

Service-Learning Institute Planning Sub-Committee Member

(Onondaga Community College, Spring 2013)

Service-Learning Committee Member

(Onondaga Community College, Fall 2012-present)

Course Developer: Ethics, Online

(Onondaga Community College, Spring/Summer 2012)

Academic Technology Coordinating Committee Member

(Onondaga Community College, Spring 2012-present)

Course Developer: Accelerated Business Ethics, Online

(Mount Mercy University, Fall 2011)

Annual Iowa Articulation Conference Attendee

(Spring 2011)

Member of the Jakobsen Conference Committee

(Spring 2011)

Senator, University of Iowa Graduate Student Senate

(2010-2011)

University of Iowa Graduate Philosophical Society Secretary

(2006-2007)

Symbolic Logic Tutor

(Fall 2006)

Graduate Student Representative

(University of Iowa, 2005-2006)

Professional History

Conferences & Workshops

Teaching Tradeshow Presenter: "Sending Course Content out into the Community"

(Onondaga Community College, Spring 2014)

Co-Presenter, OCC Professional Development: "Service-Learning: From Idea to Reality"

(Onondaga Community College, Fall 2013)

Assessment Day Poster Presenter

“SUNY Gen Eds: Unified Suggested Performance Targets and Collective Reporting In the Humanities”
(Onondaga Community College, Summer 2013)

Service-Learning Professional Development Faculty Institute Attendee, with host Ed Zlotkowski

(Onondaga Community College, Spring 2013)

New York Campus Compact Roundtable: Building Connections Through Reflection

(LeMoyne College, Spring 2013)

Teaching Tradeshow Attendee

(Onondaga Community College, Fall 2012)

Syracuse Philosophy Annual Workshop and Network Attendee

(Syracuse University, Summer 2011)

Commenting on High-Stakes Writing Workshop Attendee

(University of Iowa, Spring 2011)

Iowa Philosophical Society Conference Attendee

(Fall 2010)

Reviewer for the University of Iowa Graduate Philosophical Society Conference

(2003-2010)

Commenter at Midsouth Philosophy Conference

(Spring 2009)

Commenter for the University of Iowa Graduate Philosophical Society Conference

(Spring 2006, Spring 2004)