

ACADEMIC APPOINTMENTS

July 2014- **University of Toronto**, Assistant Professor of Philosophy
2013-2014 **University of California, Riverside** Post-Doctoral Fellowship,
"Love and Agency"

CONTACT INFORMATION

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AREAS OF SPECIALIZATION

Moral and Political Philosophy
Philosophy of Education

AREAS OF COMPETENCE

History of Philosophy
Ancient Philosophy
Early Modern Philosophy

EDUCATION

Columbia University

2011 (Oct. 19) PhD, Philosophy
2006 MPhil, Philosophy
2006 MA, Philosophy
Dissertation: "*Origins and Departures: Childhood in the Liberal Order*"

Saint Louis University

2001 BA, Philosophy and English (majors), German (minor) *summa cum laude*

PUBLICATIONS

"Creation and Authority: The Natural Law Foundations of Locke's Account of Parental Authority," *Canadian Journal of Philosophy*, Vol. 42, Nos. 3/4, (September/December 2012).

"On Becoming an Adult: Autonomy and the Moral Relevance of Life's Stages," *Philosophical Quarterly* 63 (April 2013), 223-247.

Book Review of Norvin Richards, *The Ethics of Parenthood* (Oxford University Press, 2010). *Journal of Value Inquiry* 46 (March 2012):117–121.

Book Review of Jonathan Wolff, *Ethics and Public Policy: A Philosophical Inquiry* (Routledge, 2011). *Journal of Applied Philosophy* 29 (August 2012): 266-268.

AWARDS AND FELLOWSHIPS

2006-2007 Charles Frankel Memorial Fund Fellowship,
2005 Institute for Human Studies Spring Essay Contest, Honorable Mention
2004-2005 Teaching Fellow, Department of Philosophy, Columbia University
2003-2004 Teaching Fellow, Department of Philosophy, Columbia University
2002-2003 Faculty Fellow, Department of Philosophy, Columbia University
2001 Outstanding Senior in Philosophy, Saint Louis University
2001 Outstanding Senior in English, Saint Louis University
2000 Phi Beta Kappa

PRESENTATIONS

February 8, 2013 “Remaining True to Ourselves: Dementia, Value-Change,
and Self-Binding”
Binghamton University, SUNY

February 1, 2013 “Remaining True to Ourselves: Dementia, Value-Change,
and Self-Binding”
University of California at Riverside

January 25, 2013 “Remaining True to Ourselves: Dementia, Value-Change,
and Self-Binding”
University of Toronto

January 26, 2012 “Loving for the Right Reasons”
University of Illinois, Chicago

COMMENTING AND CONFERENCE PARTICIPATION

April 5, 2013 “Might there be a Kantian Political Liberalism,”
A Response to Japa Pallikkathayil’s “Political Reasons”
New York German Idealism Workshop
Columbia University

March 16-17, 2012 Session Chair
Bowling Green State University Workshop
in Applied Ethics and Public Policy: “Manipulation”

June 2007 Comment on "Marriage and Liberalism: An Underexplored Tension" by Pete Morriss
Society for Applied Philosophy, Annual Conference
"Philosophy and the Family,"
University of Birmingham, UK

April 2005 Comment on "Between Quarrel and Argument: A Critique of Habermas's Justification of Discourse Ethics" by Anat Schechtman
Columbia/NYU Graduate Conference

SERVICE

Spring 2011 Referee for *The Journal of Moral Philosophy*

Spring 2011 Referee for Columbia/NYU Graduate Student Conference

Fall 2011 Referee for *The Journal of Political Philosophy*

Fall 2007 Referee for *The Journal of Applied Philosophy*

Spring 2005 Referee for Columbia/NYU Graduate Student Conference

DISSERTATION SUMMARY

Origins and Departures: Childhood in the Liberal Order

Central to most forms of liberal social and political philosophy is the idea of the free and equal, self-governing person. And yet we do not come into the world as autonomous and accountable individuals; at best, this is the outcome of a long process of development and education which (in many societies) now extends throughout the first quarter of the average life. During this period of childhood, moreover, we are governed, not by ourselves, but by others. This dissertation examines the paradoxical position of children in liberal theory, who (as Locke put it) though not born *in* a state of freedom and equality, are born *to it*. This theme is pursued through three related questions.

Part I: *On what grounds do we deny children the freedom we accord to adults?* The standard view is that we are “born free as we are born rational” (Locke). That is, others ought to respect our liberty once we have, with age, become sufficiently reasonable to govern ourselves. On this view, a person’s age matters only insofar as it is correlated with reason. I, on the contrary, argue that we should recognize age to have *independent* moral significance, in that educational paternalism at the beginning of a life does not impede our ability to carry out our life plans in the same way as would similar interference in the middle of a life. This explains why it is appropriate for parents and educators to aspire to more than fostering the *minimal competence* necessary for just getting by in life.

Part II: *What is the moral basis of parental rights?* Typically, liberals assume that governmental authority is justified insofar as it serves the interests of the governed. Is parental authority the same, or is it partly justified by the interests of the “governors” as well? While many contemporary philosophers have followed Locke in describing parental authority as a fiduciary power, I argue that Hegel provides a richer account of both the content of parental duties and of the personal interests that adults have in childrearing.

Part III: *When are inequalities in the provision of education justified?* Most people accept that public education must be made available to all “on equal terms.” But how is this to be understood? Equal resources? Equal outcomes? Equal opportunity for an adequate education? I argue that, assuming a rich and multi-faceted conception of adequate outcomes, educational inequalities above the adequacy threshold that emerge from differences in native ability or family background are not necessarily unjust. However, a norm of equal treatment establishes a defeasible presumption of resource equality in the public school system, once the adequacy threshold is met.

TEACHING**Instructor***Spring 2013*

Adjunct Professor, Political Philosophy
Barnard College

Visiting Instructor, Ethics and Social Issues (Applied Ethics)
Pratt Institute

Fall 2012

Visiting Instructor, Ethics and Social Issues (Applied Ethics)
Pratt Institute

Spring 2012

Adjunct Professor, Philosophy of Education
Barnard College

Fall 2009

Adjunct Professor, Persons and Problems (An Introduction to Philosophy)
New Jersey City University

2008-2009 (Fall and Spring Semesters)

Preceptor, Contemporary Civilization
Columbia University

2006-2007 (Fall and Spring Semesters)

Preceptor, Contemporary Civilization
Columbia University

2005-2006 (Fall and Spring Semesters)

Preceptor, Contemporary Civilization
Columbia University

Summer 2003

Instructor, "History of Philosophy: Thales to Augustine"
Columbia University

Teaching Assistant*2005-2006 (Fall and Spring Semesters)*

Undergraduate Writing Center Consultant

Spring 2005

Teaching Assistant, "Symbolic Logic"
Columbia University (Prof. Achille Varzi)

Fall 2004

Teaching Assistant, "History of Philosophy: Thales to Augustine"
Columbia University (Prof. Katja Vogt)

Spring 2004

Teaching Assistant, "Aristotle"
Columbia University (Prof. Wolfgang Mann)

Fall 2003

Teaching Assistant, "History of Philosophy: Thales to Augustine"
Columbia University (Prof. Katja Vogt)

LANGUAGES

German (intermediate reading proficiency)
French (elementary reading proficiency)

REFERENCES

FREDERICK NEUHOUSER (advisor)

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CHRISTIA MERCER (dissertation committee member)

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