

# Thomas Crawley

## CONTACT DETAILS

Department of Philosophy and Theology

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King's High School

CV34 6YE

## AREAS OF SPECIALISATION

Ethics; Philosophy of Well-Being; Philosophy of Disability

## AREAS OF COMPETENCE

Political Philosophy; Social Philosophy

## EDUCATION

PhD in Philosophy. University of Nottingham, 2021. Thesis Title: Physical Disability and Well-Being. Supervised by Professor Christopher Woodard (University of Nottingham) and Dr Iain Law (University of Birmingham). Examiners were Dr Zachary Hoskins (internal) and Professor David Wasserman (external).

MA in Philosophy. Pass with Distinction. University of Nottingham, 2016

BA (Hons) in Philosophy. First Class. University of Nottingham, 2015

## PUBLICATIONS

'Disability, Options and Well-Being' (2020), *Utilitas*, 9(3): 316-334 (10000 words)

Forthcoming in *The Journal of Ethics and Social Philosophy* for 'What is the Bad-Difference View of Disability?' (10000 words)

## FUNDING AND AWARDS

University of Nottingham Postgraduate Teaching Award, 2019 (£100)

Royal Institute of Philosophy Postgraduate Bursary, 2019 (£3000)

AHRC Midlands3Cities Doctoral Training Partnership, 2016-2019 (Course fees and living allowance; ~£56000)

University of Nottingham Masters Scholarship, 2015 (£10000)

AHRC Midlands3Cities Masters Studentship, 2015 (Course fees and living allowance; ~£14000)

University of Nottingham University Prize, 2015 (£100)

- Awarded to the student from the School of Humanities with the best degree result

Jim Lees Prize, 2014 (£1600)

- Awarded to the second-year Philosophy undergraduate with the highest average

## **TEACHING**

### **Seminar Leader (University of Nottingham):**

Philosophy and the Contemporary World (Level 1; 2018-19; 2019-20)

- Across two years, I taught 20 seminars to 6 groups of 20 students. I marked one 2000-word essay for each student.
- Topics included animal ethics, free speech, collateral consequences of conviction, social ontology and the removal of controversial statues.

Reasoning, Argument and Logic (Level 1; 2019-20)

- Delivered 5 logic seminars to 3 groups of 40 students.
- Topics included propositional logic, truth tables, truth trees, proofs and first order logic.

Social Philosophy (Level 2; 2018-19)

- Delivered 10 seminars to 2 groups of 20 students. I marked one 1500-word essay and one exam script for each student.
- Topics included social metaphysics, social epistemology (situated knowledge and standpoint theory), epistemic injustice and ameliorative accounts of gender.

Contemporary Metaethics (Level 2; 2017-18)

- Delivered 10 seminars to 2 groups of 20 students. I marked one 2000-word essay for each student.
- Topic included cognitivism vs non-cognitivism, realism vs non-realism, naturalism vs non-naturalism, moral motivation and the open question argument.

Introduction to Ethics (Level 1; 2017-18)

- Delivered 5 seminars to 4 groups of 20 students. I marked one 1500-word essay and one exam script for each student.
- Topics included utilitarianism, deontology, social contract theories, theories of well-being, the justification of punishment, value pluralism and ethical relativism.

The Existence of God (Level 1; 2017-18)

- Delivered 5 seminars to 3 groups of 20 students. I marked one 1500-word essay and one exam script for each student.
- Topics included Kant and Descartes on ontological arguments, Aquinas' five ways, the problem of evil and the fine-tuning argument.

Applied Ethics (Level 1; 2016-17)

- Delivered 5 seminars to 2 groups of 20 students and one guest lecture. I marked one 1500-word essay and one exam script for each student.
- Topics included animal ethics, world hunger, free speech, pornography and censorship and the ethics of drugs in sport.

### **Guest lectures (University of Nottingham)**

Applied Ethics. Lecture title: The Ethics of Drugs in Sport

### **Other teaching experience:**

Independently designed, delivered and assessed a course on the Philosophy of Well-Being to secondary school pupils aged 15 through The Brilliant Club – a UK charity that sends PhD researchers into schools in underprivileged areas to provide university-style teaching with the aim of increasing the number of pupils from underrepresented backgrounds progressing to highly-selective universities.

Taught Philosophy to primary school children aged 7-10 through the Philosophy in Schools programme.

### **PRESENTATIONS**

#### **Invited Speaker:**

2020 – Invited response to Khang Ton’s ‘Valuing Disability In Itself: A Constitutive Account’ at the Munich Graduate Conference in Ethics (over Zoom)

2019 – University of Turku’s Moral Philosophy Seminar: ‘Disability, Options and Well-being’

#### **Conference Presentations (peer reviewed):**

2019 – Open Minds XIV Conference (University of Manchester): ‘Disability, Options and Well-Being’

2019 – European Conference of Ethics, Religion and Philosophy (University of Brighton): ‘What is the Bad-Difference View of Disability?’ (later version)

2019 – International Conference on Ethics (University of Porto): ‘What is the Bad-Difference View of Disability?’ (later version)

2018 – Reading Ethics and Political Philosophy Conference (University of Reading): ‘What is the Bad-Difference View of Disability?’ (early version)

2018 – Link UoN Graduate Conference (University of Nottingham): ‘What is the Bad-Difference View of Disability?’ (early version)

#### **Internal Talks:**

2020 – University of Nottingham Research Seminar: ‘Mere-Difference and Assistive Technologies’

2019 – University of Nottingham Research Seminar: ‘Mere-Difference or Bad-Difference: The Relevance of Testimony’

2018 – University of Nottingham Research Seminar: ‘What is the Bad-Difference View of Disability?’ (early version)

2017 – University of Nottingham Research Seminar: “‘Now you know it, now you don’t (again)’: a problem for Epistemic Contextualism revived’

### **TEACHING TESTIMONIALS**

#### **Students:**

‘He is really enthusiastic and genuinely I never leave the room with a doubt or question. I really enjoy the seminars and I don’t think he should improve anything. He is always polite and respectful. Great job!’

‘My favourite seminar, really like the debating structure and the relaxed environment where we can talk about our opinions.’

‘Thomas was really helpful and approachable - and gave me useful advice on my essay, which I really appreciated as philosophy isn't my primary subject. Seminars are really engaging and makes the content a lot easier to understand.’

‘Thomas has been really helpful! I’m genuinely going to miss his seminars.’

‘Tom ensures that each individual is comfortable with the topics thus making him a caring and approachable tutor.’

‘Genuine interest in the student’s opinions and why they form them. Two way interaction that gets us to think about our own positions.’

‘A significant positive is he forces us to actually respond and talk about the topic, while using different examples that are more relevant too us.’

‘Tom has really helped me break down a few concepts that I didn’t understand.’

‘I feel comfortable to ask questions on any topic I am unsure about during the seminars.’

‘Thomas Crawley is very enthusiastic about the subject which makes the seminars a more engaging environment.’

‘Thomas's explanations of concepts really helped me further in exploring different concepts especially for my essays.’

‘Tom allows you to question and explore the subject at hand. The sessions are useful insofar as grasping alternative opinions of the class as well as critical evaluation.’

‘I find Tom’s seminars really interesting and they make the topics that we cover easy to understand.’

‘Tom's sessions were enjoyable and useful. He was easy to approach when I had questions, and explained concepts well, linking them to other ideas.’

### **Colleagues:**

‘Tom shows genuine innovation in his teaching and supports the learning of all his students. He is fully committed to being the best teacher he can be, and his research informs his teaching.’

- Andrew Fisher (Professor, UoN, Principal Fellow of the HEA)

‘[Tom’s essay feedback comments] are constructive in tone and helpful to the students... His comments show impressive and conscientious engagement with the essays he is marking.’

- Matthew Duncombe (Assistant Professor, UoN)

‘[Tom’s feedback] comments were appropriate and gave excellent guidance to the students. They were constructive in tone, even in the case of the weakest essays.’

- Penelope Mackie (Associate Professor and Reader, UoN)

‘Overall the session was very successful... A very impressive session (especially for a first lecture).’

- Jonathan Robson (Assistant Professor, UoN) comments on guest lecture

‘Overall an excellent seminar. [Tom] naturally created a safe and engaging environment which meant that the students felt able to contribute and discuss philosophically. [Tom] did a good job of encouraging the students, and it was good that they contributed... [He] drew out of them many different points.’

- Andrew Fisher (Professor, UoN, Principal Fellow of the HEA) seminar observation

## **ACADEMIC DUTIES**

Assisted Professor Mark Jago in writing two (of four) sections of Nottingham Philosophy Department's REF2021 environment statement. (REF is the UK's research evaluation of all academic departments, every 7 years.) Professor Jago wrote the following evaluation of my contribution:

I asked Tom to assist me in writing our department's environment statement, at short notice and with a tight deadline. This involved taking a lot of collated data on faculty activity, over 7 years, and fashioning it into well-crafted paragraphs. REF is a huge deal in UK departments, and I worried about what a grad student could achieve in a few weeks. It soon became clear that I needn't have worried. Tom speedily grasped what was required, took full responsibility, and produced two highly professional, clear, and persuasive pieces of writing which, in content and style, sit well beside material written by an experienced Head of School. If I had further funds to hire a REF assistant, I would have no hesitation in choosing Tom.

– Mark Jago (mark.jago@nottingham.ac.uk), 13/08/2020

Member of Organising Committee for five conferences, including: 'Philosophy in Progress' 2018, 2019 and 2020 (University of Nottingham); 'Birmingham, Notts, Warwick Graduate Conference' 2018 (University of Nottingham); and 'Human Rights in the 21st Century: Developing rights in a developing world' 2018 (University of Birmingham).

- Duties included securing funding, reviewing abstracts, advertising the conference, booking keynote speakers, booking catering and booking venues.

Philosophy Postgraduate Course Representative, 2016-18

Philosophy Undergraduate Course Representative, 2013

## **OTHER SKILLS, QUALIFICATIONS AND MEMBERSHIPS**

Associate Fellow of the Higher Education Academy

Member of the Nottingham Centre for Social Philosophy

Native English speaker

Ability to use qualitative coding program NVivo

Competent with Word, Powerpoint, Excel, Outlook, Skype, Microsoft Teams, Zoom, Kahoot, Socrative and Padlet

## **TRAINING COURSES**

### **Teaching:**

Nottingham Recognition Scheme Workshop (17/10/19)

Marking Philosophy Essays (03/10/19)

Nottingham Recognition Scheme Candidate Briefing (20/09/19)

Equality, Diversity and Inclusion Training: 'Chilly Climates' and Microaggressions (01/10/18)

Small Group Teaching (20/09/18)

Inspirational Teaching (13/06/18)

Lecturing for Learning (03/04/17)

Marking and Assessment (09/02/17)

A Practical Look at Core Teaching Skills (23/03/17)

Associate Teacher Programme Induction (08/02/17)

### **Research:**

Introduction to Grant Writing (23/06/20)

Preparing for your Viva (23/04/20)

Early Career Researcher event (12/02/20)

Knowledge Exchange and Impact – An Introduction (23/03/19)

Speed Reading for Researchers (16/02/19)

Mastering the Middle Stage (24/01/18)

How to be an Effective Researcher for Research Students (13/07/17)

Getting into the Habit of Writing (07/12/16)

Planning your research (03/11/16)

Starting out as a Researcher (07/10/16)

### **REFEREES**

Professor Christopher Woodard, University of Nottingham (PhD primary supervisor) – Research reference

[Christopher.Woodard@nottingham.ac.uk](mailto:Christopher.Woodard@nottingham.ac.uk)

Professor Andrew Fisher, University of Nottingham, Principal Fellow of the UK Higher Education Academy – Teaching reference

[Andrew.Fisher@nottingham.ac.uk](mailto:Andrew.Fisher@nottingham.ac.uk)

Professor David Wasserman, Department of Bioethics, US National Institute of Health – PhD external examiner; research reference

[David.Wasserman@nih.gov](mailto:David.Wasserman@nih.gov)

Dr Zachary Hoskins, Associate Professor, University of Nottingham – PhD internal examiner

[Zachary.Hoskins@nottingham.ac.uk](mailto:Zachary.Hoskins@nottingham.ac.uk)