

**PROGRAM REVIEW  
FOR  
PHILOSOPHY DEPARTMENT**

**SCHOOL OF ARTS AND HUMANITIES  
SONOMA STATE UNIVERSITY**

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### **A. Program: Description, History and Professional Context**

#### *A.1. Description of Academic Program*

The Philosophy Department is located in the School of Arts and Humanities. It offers students three areas of emphasis: 1) a stand-alone major; 2) a major with a concentration in applied ethics and pre-law; and 3) a minor.

The stand-alone major in philosophy requires students to take 36 units of philosophy courses, 34 units of general electives and 50 units of General Education. The major in philosophy with a concentration in applied ethics and pre-law also requires students to take 36 units of philosophy courses, 34 units of general electives and 50 units of general education. The minor in philosophy requires students to take 16 units of philosophy courses, 8 units must be upper division and no more than 12 units can be general education courses that the philosophy department teaches.

For both the stand-alone major and the major with concentration in applied ethics and pre-law, students must take four lower division and six upper-division philosophy courses.

The difference between the stand-alone major and the major with concentration in applied ethics and pre-law concerns the particular distribution of required philosophy courses. In the concentration, students must complete a service-based internship, which includes a writing component on a related topic in applied ethics, an upper division course in philosophy of law and a course in logic. In the stand-alone major, students are not

required to take these three courses, though students can substitute the philosophy of law for an upper division major course, per their interest.

Because our department has a low number of faculty, we are not able to offer every required course each semester. In the fall semester, we offer the following five required courses: PHIL 202 (PRO-SEMINAR), PHIL 307 (CONTEMPORARY TOPICS), PHIL 301 (PHILOSOPHY OF SCIENCE AND TECHNOLOGY), PHIL 303 (SOCIAL AND POLITICAL PHILOSOPHY) and PHIL 375 (PHILOSOPHY OF LAW). In the spring semester we offer the following four courses: PHIL 204 (APPLIED ETHICS), PHIL 306 (PHILOSOPHICAL FIGURES), PHIL 207 (PHILOSOPHICAL MOVEMENTS), and PHIL 400 (SENIOR SEMINAR). To facilitate graduation, we permit students to repeat PHIL 306 and PHIL 307 for elective credit, so long as the curriculum is itself not repeated, even if the faculty remains the same.

The Philosophy department faculty comprises four tenure-track faculty, one tenure-track faculty on early retirement, who teaches three courses one semester a year, one full time lecturer and approximately seven part-time lecturers, of which the number and respective course load varies, depending on need, ranking and entitlement.

According to latest census data, the Philosophy Department has 50 majors and 54 minors. Of the 50 majors, 27 are declared in the concentration. In the fall of 2009, the philosophy department had 33 majors. The department is encouraged to see that more students are selecting philosophy as their major. We believe that the increase in the number of our majors stems from the confluence of several factors: the department's emphasis on showing the relevance of philosophy for understanding complex moral issues; concerted faculty outreach efforts; the concentration in applied ethics and pre-law; and the two Humanities Learning Communities that faculty from our department teach.

The Philosophy Department is especially proud to house the Center for Ethics and Law in Society (CELS). Assistant Professor Josh Glasgow, in concert with and under guidance from the Dean of the School of Arts and Humanities, established CELS in 2012. It offered its first lecture in February 2013. The mission of CELS is to provide a forum for students, staff and the public to explore local, regional, national and global moral and legal problems. The Philosophy Department provides financial assistance, staffing and guidance to CELS and Josh Glasgow is its director, who plans, organizes and facilitates all of its events and activities. The department chair serves as chair of the advisory board of CELS. All tenure track faculty sit on its advisory board as well.

Since its inception, CELS has provided 27 lectures, panel discussions and workshops. It also has co-sponsored two other lectures. CELS sponsors the WARREN COURT Prize for outstanding student essay in constitutional law, civil liberties, ethics or justice and the Susan Hollander Scholarship. CELS provides a physical space on campus where the Ken Marcus collection of moral and legal books is housed and where the Philosophy department's club and the Women of Philosophy, Pre-Law and Applied Ethics hold their meetings.

## A.2. *History of Program*

In 2008, at our previous program review, the Philosophy Department proposed far-reaching revisions to its curriculum, which it successfully implemented in 2009. Five aspirations guided our planning: 1) to update the curriculum; 2) to emphasize interdisciplinary pedagogy; 3) to increase the size of the major; 4) to provide a closer fit between the department's courses and the interests and skills of the permanent faculty; and 5) to make assessment a meaningful dimension of instruction.

The department's previous curriculum followed conventional thinking in philosophical pedagogy. It offered a medley of courses on the history of philosophy, logic, epistemology and metaphysics, what we might call a hybrid historical-thematic approach. The department divided its course offerings into a suite of required courses that it complemented with elective units, thereby hoping to provide breadth and selective depth to its curriculum.

The department decided that the historical-thematic curriculum was no longer a good fit to take advantage of the interests and talents of its faculty while meeting the needs of its students. For some time, as older faculty retired and newer ones were hired, the focus of the department has shifted towards an interdisciplinary approach to themes and issues in practical philosophy, broadly understood to include topics such as philosophy of science, environmental philosophy and applied ethics. The department also recognized that most of its majors did not plan on attending graduate school in philosophy and that we needed to create a curriculum that could more effectively attract new students to the major. Conventional pedagogical wisdom appeared to be less relevant and appealing to our student demographic. We were concerned about losing majors, thereby making the department more vulnerable to the potential of diminished funding in an increasingly competitive context of limited resources.

Hence, the department created a new curriculum of lower and upper division courses. The department eliminated the distinction between required and elective units, replacing them with ten required courses, four at the lower level, six at the upper. We crafted courses that matched more precisely the skills and interests of the faculty. And we sought to make them more relevant and interesting to the students.

Our revised curriculum also complements the lectures and extracurricular opportunities for our students that CELS offers. Its focus matches nicely the new mission of the department to educate students to address the moral and legal problems confronting humanity in the twenty-first century.

We have sought to incorporate assessment through our Pro-Seminar and Senior Seminar, which bookend our curriculum. The Pro-Seminar introduces students to varying

approaches and methodologies in philosophy while focusing on teaching students how to conduct high-level philosophical research. The Senior Seminar provides an opportunity for majors to develop and complete a research project per their interest, thereby drawing upon their previous classes. We have constructed a rubric that assesses two of our core student learning outcomes. We apply this rubric to a random number of students who take these two courses. Ideally, our majors take the pro-seminar as sophomores and the senior seminar in the last semester before graduation. In this way, we try to make assessment a sustainable and embedded element of our curriculum, just another feature of these two courses.

Although the number of departmental majors has increased over 60%, growth that appears to be continuing unabated, our department has seen its overall funding reduced substantively. At the time of our last department review, we had six tenure track faculty, two full time lecturers and a nice complement of part-time lecturers to fill out the curriculum. We now have four tenure-track faculty, one tenure track faculty who is partially retired, and one full-time lecturer. Moreover, we have experienced turnover in and reduction to our administrative support. Our full time administrative coordinator retired. Her replacement was without warning not retained, despite strong department support for his performance, and now we are on to our third coordinator, who is working in the department on a part-time basis. This instability on the administrative side has complicated the implementation of our assessment strategies. Administrative support for our students and faculty has suffered as well.

### *A.3 Program in professional context*

Despite our new interdisciplinary focus on themes from practical philosophy, the department remains committed to exposing students not only to the traditional historical canon of Western philosophy, but also to topics in epistemology and metaphysics. We recognize, however, that we will be limited in our ability to provide the same kind of breadth and depth to these philosophical areas in comparison to what larger departments whose aim is to train students for graduate work in philosophy are able to accomplish. We simply do not have the faculty to teach those courses. Yet, all of our required courses draw upon and are informed by leading and important ideas, figures, theories and movements in Western Philosophy. Although students do not receive a systematic or comprehensive background in these areas, we intend for them to receive enough exposure to understand the broad reach and sweep of Western Philosophy.

The following courses usually include a historical dimension: INTRODUCTION TO PHILOSOPHY, PRO-SEMINAR, ETHICS AND VALUE THEORY, SOCIAL AND POLITICAL PHILOSOPHY, PHILOSOPHICAL MOVEMENTS and PHILOSOPHICAL FIGURES. The following courses almost always include topics from epistemology and metaphysics: PHILOSOPHY OF SCIENCE AND TECHNOLOGY, CONTEMPORARY TOPICS, PHILOSOPHICAL MOVEMENTS,

PHILOSOPHICAL FIGURES, ETHICS AND VALUE THEORY and RACE, RACISM, LAW AND SOCIETY. Frequently, all of these courses weave together historical and thematic themes.

For students who express an interest in graduate work in philosophy, we encourage them to take independent studies to fill in gaps in their education. To help in this regard, faculty has provided the following such studies: analytic metaphysics and epistemology, philosophy of language, Kant's ethics, pragmatism and analytical meta-ethics.

Our new program is rooted in the classical Socratic tradition of broad skepticism, encouraging students to question entrenched or dogmatic assumptions, while exposing them to interdisciplinary research. Students are provided a selective, but incisive, exposure to vital strands of the Western philosophical tradition. Our majors are encouraged to apply philosophical ideas and methodologies to a wide range of topics and problems in practical philosophy. The program teaches standard philosophical content in a somewhat unconventional manner that fits more aptly the institutional and demographic context at Sonoma State.

As our value and mission statement say, our department is committed to: teaching and mentoring students; disciplinary and interdisciplinary research; innovation and creativity; diversity; and critical thinking. Our mission is to engage deep questions of human existence and to help prepare students for achieving vocational success and discovering personal meaning. We hope that our majors leave our program of instruction more capable of thinking autonomously and acting morally in a multicultural world.

## **B. Self-study documentation and description of the following elements for both majors and minors**

### *B.1 Student Learning Outcomes (SLO)*

#### *B.1.1 Student Learning Outcomes for Stand-alone Major in Philosophy*

1. Understand, figures, theories, methods and styles in history of philosophy.
2. Understand figures, theories, methods and styles in traditional areas of philosophy: epistemology, metaphysics and ethics.
3. Understand figures, theories, methods and styles from a range of topics, such as, feminism, cognitive science, philosophy of religion, pragmatism, social and political philosophy, philosophy of science and technology, applied ethics.
4. In oral and written form, describe, explain and critique philosophical arguments, including detecting fallacies, conceiving counterarguments, effective reasoning in support of a thesis.
5. Demonstrate the relevance of philosophy to one's life and to social/political/ethical issues.
6. Identify and critically evaluate means of persuasion.



*B.1.2 Student Learning Outcomes for major with concentration in applied ethics and pre-law*

1. Understand, figures, theories, methods and styles in history of philosophy.
2. Understand figures, theories, methods and styles in traditional areas of philosophy: epistemology, metaphysics and ethics.
3. Understand figures, theories, methods and styles from a range of topics, such as, feminism, cognitive science, philosophy of religion, pragmatism, social and political philosophy, philosophy of science and technology, applied ethics.
4. In oral and written form, describe, explain and critique philosophical arguments, including detecting fallacies, conceiving counterarguments, effective reasoning in support of a thesis.
5. Demonstrate the relevance of philosophy to one's life and social/political/ethical issues.
6. Identify and critically evaluate means of persuasion.
7. Competency in symbolic logic
8. Competency in legal reasoning and schools of thought in philosophy of law.
9. Complete an internship in conjunction with research essay in pre-law and applied ethics.

*B.1.3 Student Learning Outcomes for minor*

1. Understand figures, theories, methods and styles from a range of topics, such as, feminism, cognitive science, philosophy of religion, pragmatism, social and political philosophy, philosophy of science and technology, applied ethics.
2. In oral and written form, describe, explain and critique philosophical arguments, including detecting fallacies, conceiving counterarguments, effective reasoning in support of a thesis

*B.1.4 Student Learning Outcomes for General Education*

1. Identify, analyze and evaluate arguments in formal and informal contexts.
2. Identify fallacies
3. Identify and evaluate rhetoric and informal means of persuasion.
4. Identify and evaluate ethical claims.

*B.2 Rationale for learning outcomes*

*B.2.1 Rationale for learning outcomes for stand-alone major*

Student learning outcomes 1-5 are common to most if not all philosophy departments. These outcomes target standard content in a philosophical curriculum, teaching students about the history of western philosophy, on the one hand, while exposing them to disciplinary themes, on the other hand. Learning outcome three allows the department to include a wider and more interdisciplinary focus to the curriculum. Learning outcome five reflects the department's new concern to make philosophy relevant to our student demographic. It relates to the department's support for CELS. Learning outcome four draws upon the extensive experience in our department teaching critical thinking. What distinguishes our curriculum lies not in the learning outcomes, but in the mode by which we deliver them.

#### *B.2.2 Rationale for learning outcomes for the major with concentration in applied ethics and pre-law*

In addition to our student learning outcomes for the stand-alone major, we add three more for the concentration in applied ethics and pre-law. SLO 6 & 7 are targeted for students who intend to become lawyers. Understanding symbolic logic and major schools of legal theory are useful prerequisites for law school. SLO 8 is grounded in the department's commitment to encourage students to use philosophy as a tool to promote the common good. The internship in applied ethics and pre-law provides students with firsthand experience of moral problems. Students learn the value of philosophical analysis for addressing those problems.

#### *B.2.3 Rationale for learning outcomes for minor*

For the minor, we scale back our student learning outcomes significantly. We simply aspire to expose students to the value of studying philosophy, not only in terms of representative philosophical content, but also in terms of improving their analytical skills. The more students we are able to reach in our minor, the stronger the major will be.

#### *B.2.4 Rationale for student learning outcomes for general education*

Our department is responsible for teaching a large number of general education classes, from lower division Critical Thinking to upper division Ethics and Value Theory. The student learning outcomes for General Education derive from our specialized disciplinary expertise. Philosophy is well equipped to analyze arguments, detect fallacies and explicate moral phenomena.

#### *B.3 Dissemination of learning outcomes to students*

In our last program review, we committed ourselves to placing our student learning outcomes on the department website, on our course syllabi and in the university catalogue. Due to reduction in and changes to our staffing, we have not yet fulfilled all of

these commitments. Fortunately, the department now has a new permanent academic coordinator who can assist us in this regard. By next fall at the latest, we intend to provide students with access to our student learning outcomes on our website and we continue to work with our faculty to remind them to place the learning outcomes on their syllabi.

#### *B.4 Structuring of curriculum to achieve learning outcomes*

##### *B.4.1 Structuring of curriculum to achieve student learning outcomes for the stand-alone major*

We would like our majors to take the pro-seminar in their sophomore year. It teaches research skills, information competency and throws a wide net over targeted philosophical themes and figures. The pro-seminar aligns with SLO 3, 4 and 5. PHIL 203 and 204 build on these skills while exposing students to more advanced themes and figures. These courses align with SLO 1-5. PHIL 302, 303, and 304 provide further exposure to themes and figures and fill out SLO 1-5. We would like our majors to take PHIL 400, the senior seminar, in their final year in the program. It aligns with SLO 3-5.

We designed our new curriculum to provide overlap and reinforcement for all of our SLO's in as many of our required courses as possible. In this way, we introduce students to our way of teaching philosophy in the lower-division courses and develop those skills in our upper-division courses.

##### *B.4.2 Structuring of the curriculum to achieve student learning outcomes in the major with concentration in applied ethics and pre-law*

Majors in the concentration are advised to take PHIL 204 and PHIL 375 in the fall semester of their sophomore or junior year. Majors in the concentration are advised to take their internship in the final year before graduating. These courses correlate with student learning outcomes 7-9.

#### *B.5 Documentation of effective teaching strategies*

Faculty employ a range of teaching strategies, from standard lecturing and discussion type courses, on the one hand, to service learning and internships, on the other hand. In PHIL 160, Dr. Wallace requires students to volunteer 25 hours a semester working face to face with the elderly, children in homeless shelters, the developmentally disabled and others. Dr. Sullins requires students to learn how to build primitive examples of artificial intelligence in his class on robotics. In PHIL 375, Dr. Glasgow incorporates service learning in the area of restorative justice. We have included copies of student assignments in the appendix.

#### *B.6 Departmental involvement in distance and distributed education*

Dr. Wallace and Dr. Sullins teach both hybrid and entirely on-line courses for the School of Extended Education over the intersession and summer sessions. Most faculty use Moodle to augment and enhance their curriculum during the academic year.

#### *B.7 Description of cross-departmental courses*

At this time, the department does not have any cross-listed courses.

#### *B.8 Description of GE courses*

During Fall semester 2015, the program taught thirty sections of various General Education courses: thirteen sections of CRITICAL THINKING (GE Area 3), two sections of LOGIC (GE Area A3), two sections of INTRODUCTION TO PHILOSOPHY (GE Area C2), twelve sections of HUMANITIES LEARNING COMMUNITIES (GE Area A3 & C3), and one section of ETHICS AND VALUE THEORY (GE Area C2). This list represents a typical load for the philosophy department each semester. Faculty design their courses to satisfy student learning outcomes in these general education areas. It is worth noting, however, that the university has not established overt learning outcomes in all of these areas. Where such outcomes are absent, faculty guide themselves by the mission and value statement of General Education. Examples of course syllabi are provided in the appendix.

### **C. Diversity**

#### **C.1 Addressing the cultural, ethnic and social diversity of the Sonoma State University student body in the program's curriculum**

According to the Fall 2015 Census, 48% of students were white, 31% of students were Hispanic/Latino, 7% of students were unknown, 1% of students were American Indian or Alaska Native, 5% of students were Asian, 2% of students were Black or African American, and 7% of students were two or more races.

According to the Fall 2015 Census, 14% of philosophy majors were unknown, 2% of majors were Asian, 7% of majors were Black or African American, 28% of majors were Hispanic/Latino, 7% of majors were two or more races and 42% of majors were white.

According to the Fall 2015 Census, 38% of the student body is male and 62% is female. In the Philosophy Department, 58% of majors are male and 42% are female and 44% of minors are male and 56% of minors are female.

As these numbers indicate, ethnic diversity among philosophy majors mirrors ethnic diversity among all Sonoma State University Students. With regard to gender, the philosophy department is atypical. More of our majors are male than female, though the numbers move closer to norm when we consider philosophy minors.

The philosophy department strongly supports the value of diversity in its curriculum. Many majors courses include multicultural perspectives, such as, our courses on race and law. The philosophy department teaches two Humanities Learning Communities, which include diversity as a general education student learning outcome. In PHIL 160, Dr. Wallace emphasizes exploring the perspectives and experiences of the developmentally disabled, economically disadvantaged, and the elderly. Either a lecturer or a tenure-track faculty teaches an EOP section of CRITICAL THINKING. Dr. Parker encourages her students to address questions of diversity in their research projects. Dr. Sullins studies the influence of bias in technology. Dr. Sullins also includes modules on women and bias. Dr. Glasgow specializes in race and philosophy. Dr. Wallace teaches a course on Buddhism, and includes a module on Buddhist ethics in his courses on ETHICS AND VALUE THEORY.

*C.2 Accommodates differences in student preparation and access to educational opportunities*

In particular, the department assesses and addresses student preparation for philosophical study in its pro-seminar. The department discusses specific issues with students during its assessment meetings and regularly during its ongoing departmental meetings. If students do not select an advisor, the department assigns them one. Students are encouraged to meet with their advisor to discuss particular issues or problems they might be having in their philosophy courses.

*C.3 Shows leadership in recruiting and retaining diverse faculty and students without relying on discriminatory preferences.*

The department is committed to hiring and retaining diverse faculty and students without relying on discriminatory preferences. The department has one full time female faculty and three full time male faculty and one partially retired male faculty. The department recently hired a specialist in the area of race and law. The department used to employ seven full time faculty. We are down to four full time faculty currently. If we are given the opportunity to expand our faculty, we fully intend to recruit from a perspective of inclusive excellence. In light of the gender demographic at Sonoma State University, the department is especially committed to insuring that the experience of women is reflected in our curriculum at all times.

*C.4 Diversity issues in advising, mentoring and career development*

Faculty strive to advise each student individually and holistically, understanding his or her specific strength and weaknesses, so that we can best ensure their academic success. In light of our revised curriculum, we encourage students to learn how to use philosophy to promote the common good, either in a career in law or in some facet of the nonprofit sector.

**D. Student Body**

*D.1 Profile of student body: educational needs, and the role of academic advising in meeting those needs*

As noted above, the latest census date shows that the department has 50 majors (27 in the concentration) and 54 minors. Ethnic diversity among our majors mirrors the larger student demographic. Hispanics/Latinos are slightly less representative (28% to 31%) as well as Whites (42% to 48%). On the other hand, we have a higher percentage of Black or African American students than the larger student demographic (7% to 2%). 2% of our majors are Asian as compared to 5% in the larger student demographic.

We also have a higher percentage of majors who are male relative to the overall student body, which is almost 70% female.

Many of our students are the first generation in their family to attend college. Based on our experience teaching in general education courses, it appears that the skill level of our students in critical thinking, analytical reasoning, oral communication and expository prose writing compares favorably to the larger student demographic. That being said, our faculty believe that our majors require extra attention in our courses and assignments to improve these cognitive skills. We provide this attention in all of our courses, but especially in the pro and senior seminars.

The department encourages students to select their own advisor. If students do not select an advisor, then the department assigns one to them. Through regular electronic communication, the department encourages students to meet with their advisor every semester to chart their upcoming enrollment.

**E. Faculty**

*E.1 Pedagogy: Faculty development for teaching in the major and General Education courses.*

The Faculty Center provides IT support and development for incorporating Moodle into the curriculum, both for General Education courses and the major. This support has been useful. The school of A&H supported Professor John Sullins and Josh Glasgow in their efforts to publish a guide for teaching critical thinking.

The Department would like increased support for updating and servicing its web pages.

*E.2 Faculty Participation in Departmental, School and University Governance*

Faculty participation in administrative governance is described below:

Joshua Glasgow

Dr. Joshua Glasgow has served on the curriculum committee for the school of Arts and Humanities as philosophy department representative. He is currently serving on the Academic Senate. Joshua is an active and helpful member of the philosophy department who assists in all department related work.

Andy Wallace

From 2009-2013, Dr. Wallace was chair of the School of Arts and Humanities retention, tenure and promotion committee (RTP). Dr. Wallace is currently assisting Academic Affairs with WASC accreditation. In the spring 2016, Dr. Wallace was appointed Assessment Coordinator for the School of Arts and Humanities. His responsibilities include assisting departments embed assessment in curriculum and align it with institutional requirements.

Gillian Parker

Dr. Parker's recent service work is listed below:

2014-2015, Chair of Tenure Track Hiring Committee in the Department of Philosophy; 2014 & 2015, Chair of Retention, Tenure, and Promotion Committee in the Department of Philosophy; 2011-2014, Department Chair; 2011-214, member of HCDC and A&H Curriculum Committee; 2011-2014, Chair of Center for Ethics, Law, and Society.

John Sullins

Dr. Sullins has been the Chair of the philosophy department since fall 2015. He sits on the Arts and Humanities Committee for Department Chairs, the Arts and Humanities Curriculum Committee, and the SSU Drone Use Review Committee. During the review period he worked on the design committee for Science 120 which is a freshman year course that mixes science and critical thinking GE into a yearlong immersive experience. He has also helped design the new Philosophy 101A/B along with Dr. Teed Rockwell which gives a critical thinking class specifically designed for the needs of science freshmen. He worked with Dr. Glasgow on the Critical Thinking Teachers Guide, which is used by instructors around campus in their various freshmen learning communities. He was also involved in various aspects of the design of the Humanities learning communities, especially in their implementation of critical thinking (A3) learning objectives. He works on occasion with the Theater Arts department as a consultant fight director when they have plays that include fencing and he is the director of the SSU Fencing Master's Certificate Program (Kin 311), which attracts students internationally to his course which runs every summer on the SSU campus. He is a member of four scholarly associations and serves as the Treasurer and Secretary of the Society for Philosophy and Technology. He continues to work as a peer reviewer for numerous journals, publishers, and grant processing agencies.

### *E.3 Faculty Research*

A brief description of faculty research is included below. The appendix contains updated curriculum vitae for each faculty.

#### Andy Wallace

Dr. Wallace main area of research is moral theory and moral psychology from an interdisciplinary perspective. Dr. Wallace currently is working on a manuscript on compassion, which draws upon recent work in biology, psychology and moral philosophy. Dr. Wallace attempts to ground his teaching in his research. His Humanities Learning Community, The Heart of Wisdom, reflects his interdisciplinary work in moral psychology and pro-social emotions. Dr. Wallace speaks regularly in the Bay Area on the topic of compassion to psychologists and health care providers.

#### John Sullins

Since the last review Dr. Sullins has produced six peer review book chapters, seven peer review journal articles, and four book reviews. During this time he has given twenty six conference presentations including thirteen invited presentations, one invited plenary presentation, and four invited keynote presentations. He received five internal grants and is a contributor to two external grants. In 2011 he won the Herbert A Simon Award for Outstanding Research in Computing and Philosophy from the International Association for Computers and Philosophy, and also that year he was a finalist for the World technology Award for Visionary Research in Ethics. He has two books under contract for publication, the first is; "The Morality of Military Robotics," with Springer Publishers and the Second is a co-authored book; "The AI Wars," with Bloomsbury Academic Press. Dr. Sullins' research topics include robot ethics, philosophy of information, philosophy of technology, Computers and philosophy and computer ethics.

#### Josh Glasgow

Josh Glasgow's research concerns a variety of topics in moral, legal, and political philosophy. Race continues to occupy a significant portion of his research agenda, including a book in progress with Sally Haslanger, Chike Jeffers, and Quayshawn Spencer under contract with Oxford University Press. He also is working on political liberties, philosophy of language, and value theory, among other areas of research.

#### Gillian Parker

Dr. Parker's current research interests lie within the area of Applied Ethics. Her work is focused primarily in Environmental Ethics, Environmental Aesthetics, and the Philosophy of Food. She regularly teaches classes in Environmental Ethics and the Philosophy of Food. Both courses involve some kind of extended field component where students have to conduct field research in order to support their written work.



F. Institutional Support and Resources

F.1 Description and assessment of how the following integrate and contribute to student learning objectives

F.1.1 Library

Faculty who teach lower division general education courses in the department regularly use library resources to help teach information competency. Dr. Wallace requires his Humanities Learning Community students to attend library-based workshops on best research practices in concert with learning how to evaluate credible information.

F.1.2 Computer Technology

Faculty receive updated office computers on a regular basis. Faculty rely upon the resources of IT to assist in solving technology related problems. Faculty have received assistance from the newly formed Faculty Center in creating distance learning courses, hybrid courses and in using Moodle. The Faculty Center provides workshops and a drop-in service that many of our faculty use.

Faculty do not believe that they are receiving adequate support for servicing their web pages.

F.1.3 Student Support Services

Faculty who teach a Humanities Learning Community receive student support services. Each community is assigned one or more peer mentors who assist first year students in their transition to university life. Faculty has found this support to be useful in helping them establish rapport with their students.

F.2 Describe and assess the following:

F.2.1 Physical facilities

Not applicable

F.2.2 Financial Resources

The budget for the Philosophy Department breaks down as follows:

|                                      |             |               |
|--------------------------------------|-------------|---------------|
| <u>PHILOSOPHY</u>                    |             | <u>0</u>      |
| <u>Follenvaider (Move from Engl)</u> | <u>0.50</u> | <u>21,768</u> |
| <u>Subtotal, Support</u>             | <u>0.50</u> | <u>21,768</u> |

|                                   |                |             |                |
|-----------------------------------|----------------|-------------|----------------|
|                                   |                |             | <u>0</u>       |
| <u>Overtime</u>                   |                |             | <u>0</u>       |
| <u>Student Asst</u>               |                |             | <u>0</u>       |
| <u>P/T Faculty</u>                |                |             | <u>0</u>       |
| <u>Subtotal, Blkts</u>            |                | <u>0.00</u> | <u>0</u>       |
|                                   |                |             | <u>0</u>       |
| <u>PHIL Chair</u>                 | <u>Sullins</u> | <u>0.33</u> | <u>29,136</u>  |
| <u>Subtotal, Dept.Chair</u>       |                | <u>0.33</u> | <u>29,136</u>  |
|                                   |                |             | <u>0</u>       |
| <u>PHIL Fac - FERP</u>            | <u>Bell</u>    | <u>0.50</u> | <u>48,012</u>  |
| <u>PHIL Fac</u>                   | <u>Glasgow</u> | <u>1.00</u> | <u>62,004</u>  |
| <u>PHIL Fac</u>                   | <u>Parker</u>  | <u>1.00</u> | <u>78,240</u>  |
| <u>PHIL Fac</u>                   | <u>Sullins</u> | <u>0.67</u> | <u>52,664</u>  |
| <u>PHIL Fac</u>                   | <u>Wallace</u> | <u>1.00</u> | <u>85,272</u>  |
| <u>Subtotal, Faculty</u>          |                | <u>4.17</u> | <u>326,191</u> |
|                                   |                |             | <u>0</u>       |
| <u>TOTAL SALARIES &amp; WAGES</u> |                | <u>5.00</u> | <u>377,095</u> |

- OE = \$5,260.00

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Spring 2016:

|                           |                     |
|---------------------------|---------------------|
| <u>Bozman-Moss,Dennis</u> | <u>\$ 16,057.60</u> |
| <u>Gerhard,Sakina S</u>   | <u>\$ 5,752.00</u>  |
| <u>Mulder,Dwayne H</u>    | <u>\$ 25,857.60</u> |
| <u>Ray,Patrick L</u>      | <u>\$ 7,769.60</u>  |
| <u>Rockwell,William T</u> | <u>\$ 22,252.80</u> |
| <u>Tran,Hoang Vu</u>      | <u>\$ 13,731.20</u> |
| <u>Wautischer,Helmut</u>  | <u>\$ 40,140.00</u> |
| <u>Zim,Roger S</u>        | <u>\$ 11,766.40</u> |

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Fall 2015:

|                           |                     |
|---------------------------|---------------------|
| <u>Bozman-Moss,Dennis</u> | <u>\$ 16,057.60</u> |
| <u>Gerhard,Sakina S</u>   | <u>\$ 5,752.00</u>  |
| <u>Mulder,Dwayne H</u>    | <u>\$ 25,857.60</u> |
| <u>Ray,Patrick L</u>      | <u>\$ 7,769.60</u>  |
| <u>Rockwell,William T</u> | <u>\$ 22,252.80</u> |
| <u>Wautischer,Helmut</u>  | <u>\$ 40,140.00</u> |
| <u>Wautischer,Helmut</u>  | <u>\$ 2,676.00</u>  |
| <u>Zim,Roger S</u>        | <u>\$ 11,766.40</u> |

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F.2.3 Human resources (workload analysis for faculty and staff)

Tenured and tenure track faculty teach three four unit courses a semester along with their advising and administrative responsibilities. The chair receives release time of one course per semester. Administrative affairs has provided support for the department to work up its program review. The department recently hired a permanent faculty member to run its applied ethics and pre-law concentration.

There exists some limited support for travel to conferences within the School of Arts and Humanities. The faculty do not believe that such support is adequate to underwrite their research efforts.

The Department also does not believe it is receiving adequate support for CELS. Currently, the school of A&H provides no course release for the director of CELS. This position requires a tremendous amount of time and effort. CELS provides a great resource for students in the school of A&H in particular and for the SSU community overall.

The Department currently only has a part-time administrative coordinator. The Department believes that this support is inadequate to its needs. The growth of the major, its two Humanities Learning Communities, and CELS have increased the workload on our administrative coordinator beyond a part-time position.

The department will soon lose another full time faculty member to retirement. The department is down three full time faculty members from a high of seven ten years ago. The department has increased its majors over 75% since our last review. The department believes that it is imperative to hire more faculty in order to continue to provide a high quality stand-alone major and applied ethics and pre-law concentration.

## G. Assessment and Findings

### G.1 Description of Department assessment plan for the stand alone major

In our previous program review (2009), the department proposed an ambitious assessment plan. It included multiple moving parts: 1) exit interviews with graduating seniors; 2) common assignments in pro-seminar and senior seminar tailored to departmental learning outcomes; 3) videotaped student presentations in both the pro and senior seminars; 4) evaluation and norming of student research papers from the pro and senior seminar each semester, spring for the pro seminar and fall for the senior seminar; and 5) collating and filing these assessments results in the department.

In hindsight, this assessment plan was overly ambitious and extended far beyond the reach of the department's increasingly limited resources. We did not anticipate the reduction in faculty and instability in our administrative support over the intervening five years. Of the five elements above, the department has completed annual exit interviews with graduating seniors. We were unable to videotape student presentations. And up until this year, we

have not formulated common student assignments in the pro and senior seminar, nor collected and normed their evaluation.

In the fall semester 2015, the department revisited its assessment plan. We formulated a rubric to assess student written performance with regard to student learning outcomes five and six. We selected six students randomly and have normed their results for both the pro and the senior seminar. We intend to continue with this assessment strategy. We decided to remove our plan of videotaping students.

## G.2 Description of assessment plan for the concentration in applied ethics and pre-law

For the concentration in applied ethics and pre-law, the department had proposed in its previous program review an additional assessment plan. It comprised exit interviews with graduating seniors, annual evaluation of internship-based research papers and annual department meetings to discuss assessment findings.

And like before, the department did not anticipate the difficulty of implementing this plan. In the intervening years, we have devoted our time to creating the concentration and hiring a full time faculty to supervise it. Fortunately, just last year, we hired Professor Josh Glasgow for that position. Because he was brand new, the department choose not to burden Josh with additional assessment work right off the bat, as he was also heavily involved in establishing and directing the Center for Ethics and Law in Society.

We have conducted exit interviews, but we have not tailored them specifically for the students in the concentration. We plan on developing an exit survey for this purpose, which we will implement next year. We also plan on developing a rubric for norming and assessing student written work.

## G.3 Analysis of educational effectiveness of stand alone major in light of assessment data

From our exit interviews with graduating majors over the last five years, we have discovered that students appear to be satisfied overall with the curriculum. Students seem to value the revised interdisciplinary and practical focus of our courses. They especially appreciate instruction in applied ethics. Students report that their critical thinking skills have increased and that they are better equipped or more confident in their ability to find employment in their post baccalaureate ventures.

We include here an excerpt from an unsolicited letter that one of our recent graduates (Heather Hollier) wrote to our department. We have placed a copy of the letter in the Appendix below.

“My time as a Sonoma State philosophy undergraduate was by far the most wonderful educational experience of my life. I gained much more from my time there than I ever anticipated and I truly enjoyed the experience. I had the pleasure of interacting with brilliant faculty and interesting peers making life long friends along the way. Sonoma State’s philosophy department boasts and excellent and dedicated faculty and a curriculum that will prepare you for professional life. I highly recommend the major to anyone considering it.”

However, students also report that they would like to have, on the one hand, more exposure to the history of Western philosophy, as well as, on the other hand, more in depth examination of topics in such areas as epistemology, metaphysics, and philosophy of language. A few students report that they would like more preparation for graduate programs in philosophy.

We started this year to apply a rubric for student learning outcomes five and six. Our data from this rubric remains incomplete. We plan on continuing to apply and norm the results of the rubric. We anticipate generating more useful information that can help us pinpoint areas of improvement down the road. (See the appendix for the rubric and the results of our application to student work.)

#### G.4 Analysis of educational effectiveness of concentration in applied ethics and pre-law in light of assessment data

As noted above, the department has not yet collected sufficient data on the educational effectiveness of our new concentration. We intend to implement a reasonable assessment strategy next year so that we can begin to generate data for this end.

#### G.5 Changes necessary to improve educational effectiveness of departmental student learning outcomes for the stand-alone major

Based on exit interviews, some students identify weaknesses in our delivery of departmental student learning outcomes one and two. These students appear to be those most interested in graduate work in philosophy. It is not clear to us, however, that we need to implement any changes to address these student concerns. Most of our students do not intend on pursuing a graduate career in philosophy.

#### G.6 Changes necessary to improve educational effectiveness of departmental student learning outcomes for the concentration in applied ethics and pre-law.

We note that we have now 27 students who are enrolled in this concentration, which is a significant number in light of the fact that we just started the concentration a few years back and have only recently hired a full time faculty member to supervise it. However, we

do not yet have data to assess its effectiveness at this time. We intend to formulate a reasonable assessment plan and begin its implementation next year.

G.6 Dissemination of findings, including outside evaluation, to faculty and staff.

We will publish our assessment findings along with those of the external reviewer on the website and keep a copy of them in the department's office. We will have a departmental meeting in the fall of 2016 to publicize and take feedback on our assessment plan, our findings and comments from the external reviewer. We will notify our students of our findings and those of the external reviewer.

H. Action Plan

H.1 Action plan based on findings and recommendations

Our action plan includes the following:

- 1) Revise and codify assessment plan for the concentration in applied ethics and pre-law. Implement in spring 2017.
- 2) Meet annually to discuss assessment of major and concentration.
- 3) Apply student learning outcome rubric in pro-seminar and senior seminar. Collect and retain data in the department. Review and assess annually.

H.2 Description of proposed program revisions

At this time, we are not proposing any program revisions.

## List of Appendices

APPENDIX ONE: Mission Statement

APPENDIX TWO: Alignment of Core Courses with Learning Outcomes Matrix

APPENDIX THREE: Sample Teaching Assignments

APPENDIX FOUR: Faculty Curriculum Vitae

APPENDIX FIVE: Class Schedule (Fall 2015, Spring 2016)

APPENDIX SIX: Program Statistics

APPENDIX SEVEN: Assessment Rubric and Results

APPENDIX EIGHT: Student Testimonial

## **APPENDIX ONE**

### **Mission Statement**



## SSU Philosophy Department

### Vision:

Through studying a rich variety of philosophical traditions, methods, styles, and figures, the philosophy department prepares students for success in their vocation and happiness in their lives.

### Mission:

In philosophy, we engage the deepest questions of human existence, such as, who are we, what should we do, what is knowledge, what is reality, and what is value. Students explore in depth answers to these questions and others from multiple perspectives. This intellectual exploration requires a radical questioning of assumptions and biases. The result is a student more capable of thinking on his or her own.

Philosophy also offers an opportunity to integrate different fields of knowledge. Faculty frequently teach from an interdisciplinary perspective. A course on ethics might include readings from psychology, a course on the philosophy of law readings from literature and a course on the philosophy of science readings from biology and physics. Our core courses emphasize understanding the connections between traditional areas of philosophical specialization, such as, epistemology, metaphysics and ethics.

The proseminar and senior seminar represent our department's signature courses. The proseminar introduces students to synthetic philosophical inquiry and research. Students complete a major project with a written and oral component on a central theme or figure. The senior seminar is our capstone course. Students demonstrate their learning and accomplishments in another major project with a written and oral component on a self-chosen topic. In both seminars, students are encouraged to take responsibility for their own learning through individual, small group and class activities.

The department is committed to high standards in teaching, mentoring students, discipline-based research and interdisciplinary inquiry. Our classes feature close student to faculty relationships. The department supports a philosophy club, public lectures and informal social events that expose students to the pleasures of an intellectual community. Faculty stay abreast of developments in their area of specialization and incorporate those developments into the curriculum.

For students who seek a professional or legal career, the philosophy department offers a concentration in prelaw and applied ethics. The concentration equips students with advanced competency in logic, analysis and legal reasoning. Students take additional classes in applied ethics and the philosophy of law. The concentration includes a legal internship and research project. Although law schools do not recommend a particular

undergraduate degree, students who major in philosophy regularly receive the highest scores on the LSAT.

Values:

- Teaching and mentoring students
- Disciplinary and interdisciplinary research
- Critical Thinking
- Innovation and Creativity
- Diversity

**APPENDIX TWO**  
**Alignment of Core Courses**  
**with Learning Outcomes Matrix**

| Philosophy Department<br>Learning Objectives for<br>Major and GE Courses  |  | Philosophy 101 | Critical Thinking | Philosophy 102 | Philosophy 120 | Introduction to Logic | Philosophy 120 | Introduction to Philosophy | Philosophy 202 | Pro-Seminar | Philosophy 204 | Applied Ethics | Philosophy 207 | Philosophical Movements | Philosophy 301 | Philosophy of Science & Tech | Philosophy 302 | Ethics and Value Theory | Philosophy 303 | Social & Political Philosophy | Philosophy 306 | Contemporary Topics | Philosophy 307 | Philosophical Figures | Philosophy of Law | Philosophy 400 | Senior Seminar | Philosophy 499 | Internship |
|---|--|----------------|-------------------|----------------|----------------|-----------------------|----------------|----------------------------|----------------|-------------|----------------|----------------|----------------|-------------------------|----------------|------------------------------|----------------|-------------------------|----------------|-------------------------------|----------------|---------------------|----------------|-----------------------|-------------------|----------------|----------------|----------------|------------|
| <b>Philosophy</b>   |  |                |                   |                |                |                       |                |                            |                |             |                |                |                |                         |                |                              |                |                         |                |                               |                |                     |                |                       |                   |                |                |                |            |
| 1. To understand figures, theories, styles and methods in the history of philosophy.  |  |                |                   |                |                |                       |                | X                          |                |             |                |                |                | X                       |                |                              |                |                         |                | X                             |                |                     | X              |                       |                   |                |                |                |            |
| 2. To understand figures, theories, styles and methods in main areas of philosophical inquiry.  |  |                |                   |                |                |                       |                | X                          |                | X           |                |                |                | X                       |                | X                            |                |                         |                | X                             |                | X                   |                |                       |                   | X              |                |                |            |
| 3. To understand a selection of figures, theories, styles and methods from a wide range of philosophical topics, including, but not limited to the following: feminism, cognitive science, philosophy of science and technology, philosophy of religion, philosophy of law, contemporary European philosophy, philosophy of mind, pragmatism, aesthetics, social and political philosophy and applied ethics. |  |                |                   |                |                |                       |                |                            |                | X           |                | X              |                | X                       |                | X                            |                | X                       |                | X                             |                | X                   |                |                       |                   | X              |                |                |            |
| 4. In oral and written form, to describe, explain and critique philosophical arguments and ideas, including detecting fallacies, conceiving of counterarguments, and constructing arguments in support of a thesis.   |  |                |                   |                |                |                       |                |                            |                | X           |                | X              |                | X                       |                | X                            |                | X                       |                | X                             |                | X                   |                |                       |                   | X              |                |                |            |
| 5. Demonstrate the relevance of philosophy to their thought and conduct.  |  |                |                   |                |                |                       |                |                            | X              | X           |                | X              |                |                         |                |                              |                |                         |                |                               |                |                     |                |                       |                   | X              |                |                |            |
| 6. Identify and critically evaluate means of persuasion.  |  |                |                   |                |                |                       |                |                            | X              | X           |                | X              |                |                         |                | X                            |                | X                       |                | X                             |                | X                   |                |                       |                   | X              |                |                |            |
| <b>Pre-Law and Applied Ethics</b>   |  |                |                   |                |                |                       |                |                            |                |             |                |                |                |                         |                |                              |                |                         |                |                               |                |                     |                |                       |                   |                |                |                |            |
| 7. To gain competency in symbolic logic   |  |                |                   | X              |                |                       |                |                            |                |             |                |                |                |                         |                |                              |                |                         |                |                               |                |                     |                |                       |                   |                |                |                |            |
| 8. To gain competency in philosophy of law and applied ethics   |  |                |                   |                |                |                       |                |                            |                |             |                |                |                |                         |                |                              |                |                         |                |                               |                |                     |                |                       | X                 |                |                |                |            |
| 9. To complete an internship  |  |                |                   |                |                |                       |                |                            |                |             |                |                |                |                         |                |                              |                |                         |                |                               |                |                     |                |                       |                   |                |                |                | X          |
| <b>General Education</b>  |  |                |                   |                |                |                       |                |                            |                |             |                |                |                |                         |                |                              |                |                         |                |                               |                |                     |                |                       |                   |                |                |                |            |
| 10. Learn to identify, analyze and evaluate arguments in both a formal and informal context.  |  | X              |                   | X              |                |                       |                |                            |                |             |                |                |                |                         |                |                              |                |                         |                |                               |                |                     |                |                       |                   |                |                |                |            |
| 11. Learn to identify fallacious reasoning.   |  | X              |                   | X              |                |                       |                |                            |                |             |                |                |                |                         |                |                              |                |                         |                |                               |                |                     |                |                       |                   |                |                |                |            |
| 12. Learn to identify and critically evaluate rhetoric and other means of persuasion  |  |                |                   |                |                |                       |                |                            |                |             |                |                |                |                         |                |                              |                |                         |                |                               |                |                     |                |                       |                   |                |                |                |            |
| 13. Critically evaluate the nature of value   |  | X              |                   | X              |                |                       |                |                            |                |             |                |                |                |                         |                |                              |                | X                       |                |                               |                |                     |                |                       |                   |                |                |                |            |

## **APPENDIX THREE**

### **Sample Teaching Assignment**

## NEW PHILOSOPHY COURSES

### General Catalogue Descriptions

#### PHIL 204. APPLIED ETHICS

Applied ethics deals with ethical problems in different areas of human life in an interdisciplinary way. It includes, for instance, social and political ethics, computer ethics, medical ethics, bioethics, environmental ethics, business ethics, and it also relates to different forms of professional ethics. In a course in applied ethics a student can expect to explore the social and ethical impact of human behavior in specific areas of human endeavor, and can expect to learn how humans might apply normative rules in practical contexts.

#### PHIL 207. PHILOSOPHICAL MOVEMENTS

This course will explore philosophical movements and figures in an intersubdisciplinary fashion, which includes metaphysical, epistemological and axiological questions. Topics will vary but may include: Historical frameworks of philosophical thought, a focused survey of a particular philosophical figure, an examination of a particular school of thought, or the impact of philosophical thought on global history or culture. This class will be comparative in nature and class will be held in the lecture/seminar format.

#### PHIL 301. PHILOSOPHY OF SCIENCE AND TECHNOLOGY

Our lives are fundamentally shaped by Science and Technology, this fact has concerned some of the best minds in philosophy. Recently the scope and speed of scientific discovery and technological change has noticeably accelerated with the advent of information technology. Fantastic claims have been made in regards to our potential to understand through science and control through technology nearly every aspect of the natural world, including our own bodies and minds. This fundamental alteration of humanity must not go unexamined. In this class we will explore the great impacts science and technology has on our ability to know about the world, to understand our origins, and our efforts to promote or challenge our social values and the rise of technoethics. We will look at science and technology as a human practice that inherently fosters certain social values at the expense of others.

#### PHIL 306. CONTEMPORARY TOPICS

This course introduces students to themes, thinkers, and debates within contemporary philosophy. While the specific emphasis may vary, the course engages with the open-ended problems and concerns that currently animate philosophical research. Students will be encouraged to think self-reflexively about the nature of philosophical thinking and the ways in which philosophy participates in public debates today. Topics may include globalization and financial crisis, democracy and violence, post-colonialism, neo-liberalism, and market-critique, religious pluralism, media and pop culture, law and social movements.

### PHIL 307. PHILOSOPHICAL FIGURES

Selected each semester will be an important figure or grouping of figures, such as a school, movement, or noted debate, from the philosophical canon or outside the canon. The figure or figures' work will be introduced in such a way to historically contextualize their significance and place within the tradition.

## Philosophy 102: Introduction to Logic

### *Spring2012*



Figure 1. Γνώθι Σεαυτόν

John P. Sullins, PhD.

Your instructor has taught Logic and critical thinking for over a decade. His subject of research is the philosophy of robotics, technology, and cognitive science.

Email: [john.sullins@sonoma.edu](mailto:john.sullins@sonoma.edu)

Office Phone: 707-664-2277

Course Web Page: Moodle and [www.aplia.com](http://www.aplia.com)

Aplia Course Login ID: UFPN-AFG3-JLST

Office Hours: T 4-5, and by apt., Nichols Hall - Room 314

## I Overview

Formal logic is the study of the human mind's ability to understand and discover absolute truth. Even though modern logic has cast doubt on our ability to realize this goal in its entirety, formal logic has still achieved much since its introduction in Greece in the fifth century B.C.E. Math, Science and Engineering are built on the foundation of logical reasoning. The amazing utility of this mode of thought has given us the technological world we live in today. Since each one of us lives in a world that is increasingly impacted by computer technology, and since computer technology is the finest expression of the power of formal logic, then to understand the modern world we live in one must have an understanding of formal logic.

This class satisfies the A3 General Education requirement. A3 Communication and Critical Thinking, is designed to provide students with the level of writing, analytical and speaking proficiency appropriate for a university education. Towards this end we will focus on the following learning objectives:

- Identifying arguments and the use of logic in language, definition of argument, deduction, induction and validity, (weeks 1-3).
- Categorical Logic and formal fallacies, (Week 4-9)
- Truth Functional (Propositional) Logic, (Week 9-15)
- Logic and science (throughout the course)
- Philosophical Issues in Logic, (throughout the course)
- On-line and in class discussions of issues in logic and current events, (throughout the course)
- In class debate, (last week of the course)

## II Required Texts

1. A Concise Introduction to Logic 10th Edition. By P. Hurley. Thomson, 2006.

Books are available at [North Light Books Store](http://NorthLightBooksStore.com) (550 E Cotati Ave Cotati, CA 94931-4094, (707) 792-4300, [Get directions](http://NorthLightBooksStore.com)). Note that the books are packaged with an access code to the online learning system used for homework, quizzes and tests. Students who buy their books from alternative sources will encounter serious difficulties in accessing this important material. This textbook was selected because it is one of the best



logic primers available in print. It also has a number of online functions we will be able to use to make learning the subject easier.

2. The Demon Haunted world, by Carl Sagan. Random House Digital, Inc., 1997  
Digital copy available [here](#). Used books available [online](#), please have your copy by the second week of class.

### III Grading

Final grades are final except when a calculation error has been made. This is official university policy and I cannot change it. I rarely allow incompletes, and you cannot take any test or quiz over. A missed quiz or exam will be a "0" grade unless prior arrangements are made.

- (a) Class participation: Students will be expected to participate in class. This grade will be based on the quality and quantity of each student's discussions of the readings, and their sharing of insights, questions, and opinions with the other people in the class. This will count as 5 % of the student's grade.
- (b) Quizzes and homework: There will be periodic quizzes and homework assignments assigned in this course to test the student's grasp of the material. All work will be turned in on Moodle and Aplaia. Quizzes will count as 20% and homework will be 20% of the student's grade.
- (c) Examinations: There will be a midterm exam on 10/18/11 and a final exam on 12/ 13/ 11, 2 -3:50PM; these exams will consist of fill-in, multiple choice, short and long answer questions taken from the readings. The Midterm exam will count for 20% of the student's grade. The Final exam will count for 20% of the student's grade and is cumulative.
- (d) Debate: There will be instructions on the formal debate distributed in class. The students will receive a grade based on their individual performance in the debate as well as their ability to work on a team. The debate will count as 15% of the student's grade.

### *Grading Scale*

As = 89% and above  
Bs = 79 - 88%  
Cs = 69 - 78%  
Ds = 59 - 68%  
F = less than 59

### *Tutors and Campus Resources*

There are a number of campus resources available to enhance your study of logic. The instructor will provide you with the names and contact information for peer mentors/tutors who have volunteered to help you with homework and comprehension. Additionally, the University operates a [tutor center](#) (Salazar Hall 1040), where you can get free tutoring in logic. The instructor also holds weekly office hours, (see above for times and dates) and you are invited to come and discuss your class work. Finally, I encourage you to form study groups, those students that do consistently do better than students who try to go it alone.

Free Philosophy Tutoring! Ray Wilson

TTh 12-1pm & 3-4pm (Schedule at least 24 hrs. in advanced. (Availability subject to change.)

Tutorial Center: Salazar 1061, (707) 664-2429

Ask Tutorial Center for personal email if you wish to schedule a time outside these hours.

## IV Reading Schedule

| DATE           | Lecture Topic   | Reading for next class   | Homework Assignment  |
|----------------|---|--|--|
| Week 1<br>1/15 | Introduction, review syllabus   | 1) Ch1.1   | All assignments will be discussed the next meeting unless noted otherwise. Due dates as per online calendar. |
| 1/17           |   | Logic Games/current events   |  |
|                | Arguments, Premises and Conclusions   | 1) Ch1.2   | 1.1, I 1-15, II 1-5, III all, IV all.  |
| Week 2<br>1/22 | Recognizing Arguments   | 1) Ch1.3   | 1.2 I even, II even, III pick one, IV all, V all, VI all, VII all.   |
|                | Philosophical Logic   | 2) Ch 1  |  |
| 1/24           |   | Logic Games/current events<br>Eminent Logicians: Aristotle         |  |
|                | Deduction and Induction   | 1) Ch 1.4  | 1.3 I all, II all, III all, IV all.  |
| Week 3<br>1/29 | Validity, Truth, Soundness, Strength, Cogency                               | 1) Ch 4.1, 4.2   | 1.4 I 1-10, II 1-10, III 1-10, IV all, V all<br><b>Quiz 1 on Aplia</b>                                       |
|                | Philosophical Logic   | 1) Ch 3 Fallacies in General<br>2) Ch 2                            |  |
| 1/31           |   | Logic Games/current events<br>Eminent Logicians: Chrysippus        |  |
|                | Categorical Propositions  | 1) Ch 4.3  | 4.1 all, 4.2 I all, II all, III all, IV all.   |
| Week 4<br>2/05 | <b>No lecture, Class held online</b><br>Venn Diagrams, Square of Opposition | 1) Ch 4.4  | 4.3 I all, II all, III, all.   |
|                | Philosophical Logic   | 1) Ch 3 Fallacies of Relevance<br>2) Ch 3                          |  |
| 2/07           |   | Logic Games/current events<br>Eminent Logicians: Boole             |  |
|                | Converse, Obverse, Contrapositive   | 1) Ch 4.7  | 3.1 all<br>4.4 I all, II all, III 1-10   |
| Week 5<br>2/12 | Translating Ordinary Language   | 1) Ch 5.1  | 3.2 all<br>4.7 I 1-30<br><b>Quiz 2 on Aplia</b>  |
|                | Philosophical Logic   | 1) Ch 3 Fallacies of Weak Induction<br>2) Ch 4                     |  |
| 2/14           |   | Logic Games/current events<br>Eminent Logicians: William of Ockham |  |
|                | Categorical Syllogisms  | 1) Ch 5.2  | 3.3 all<br>5.1 I all, II 1-5, III 1-5, IV all, V all.  |

| DATE               | Lecture Topic                               | Reading for next class                                 | Homework Assignment  |
|--------------------|---|--|--|
| Week 6<br>2/19     | Profs using Venn Diagrams                   | 1) Ch 5.3  | 3.4 all<br>5.2 I odd, II 1-5, II all   |
|                    | Philosophical Logic                         | 2) Ch 5  |  |
| 2/21               |   | Logic Games/current events                             |  |
|                    | Syllogistic rules and syllogistic fallacies | 1) Ch 5.4, 5.5   | 5.3 I even, II even, III all   |
| Week 7<br>2/26     | Translating Ordinary Language Arguments     | 1) Ch 5.6, 5.7   | 5.4 even, 5.5 even   |
|                    | Philosophical Logic                         | 2) Ch 6  |  |
| 2/28               |   | Logic Games/current events<br>Eminent Logicians: Venn. |  |
|                    | Enthymemes and Sorites                      |  | 5.6 I even, III even, IV 2 topics 5.7 I even, II even, III 1-5<br><b>Quiz 3 on Aplia</b> |
| Week 8<br>3/05     | <b>Review</b>                               |  |  |
| 3/7                | <b>Midterm On Aplia</b>                     | 1) Ch 6.1  |  |
| Week 9<br>3/12     | Propositional logic: Symbolization          | 1) Ch 6.2  | 6.1 I 1-15, II 1-15, III all.  |
|                    | Philosophical Logic                         | 2) Ch 7  |  |
| 3/14               |   | Logic Games/current events                             |  |
|                    | Truth Functions                             | 1) Ch 6.3  | 6.2 I all, II 1-10, III 1-15, IV 1-10  |
| Week 10<br>3/18-22 |   | <b>Spring Break</b>                                    |  |
| Week 11<br>3/26    | Truth Tables for Propositions               | 1) Ch 6.4  | 6.3 I even, II 1-6, III 1-5  |
|                    | Philosophical Logic                         | 2) Ch 8  |  |
| 3/28               |   | Logic Games/current events                             |  |
|                    | Truth Tables for Arguments                  | 1) Ch 6.5  | 6.4 I 1-10, II 1-10  |
| Week 12<br>4/2     | Indirect Truth tables                       | 1) Ch 6.6  | 6.5 I all, II all  |
|                    | Philosophical Logic                         | 2) Ch 9  |  |
| 4/4                |   | Logic Games/current events                             |  |
|                    | Argument Forms and Fallacies                | 1) Ch 7.1  | 6.6 I all, II 1-10, III 1-5, IV 1-5<br><b>Quiz 4 On Aplia</b>                            |
| Week 13<br>4/09    | Rules of Implication I                      | 1) Ch 7.2  | 7.1 I all, II 1-10, III 1-15, IV 1-6   |
|                    | Philosophical Logic                         | 2) Ch 10   |  |
| 4/11               |   | Logic Games/current events                             |  |
|                    | Rules of Implication II                     | 1) Ch 7.3  | 7.2 I 1-5, II odd, III 1-15, IV 1-6  |
| Week 14            | Rules of Replacement                        | 1) Ch 7.4  | 7.3 I 1-10, II 1-5, III 1-15, IV   |

| DATE    | Lecture Topic           | Reading for next class      | Homework Assignment                |
|---------|-------------------------|-----------------------------|------------------------------------|
| 4/16    | I                       |                             | 1-6                                |
|         | Philosophical Logic     | 2) Ch 12                    |                                    |
| 4/18    |                         | Logic Games/current events  |                                    |
|         | Rules of Replacement II | 1) Ch 7.5                   | 7.4 I 1-6, II 1-6 III 1-15, IV 1-6 |
| Week 15 |                         | Logic Games/current events  |                                    |
| 4/23    |                         |                             |                                    |
|         | Conditional Proof       | 1) Ch 7.6                   | 7.5 I 1-10, II 1-3                 |
| 4/25    | Indirect Proof          | 1) Ch 14 All                | 7.6 I 1-10, II 1-3                 |
|         | Philosophical Logic     | Quantifier Logic and beyond |                                    |
| Week 16 | <b>In class Debate</b>  |                             |                                    |
| 4/30    |                         |                             |                                    |
|         | Science and Logic       |                             | 14.1 All                           |
| 5/1     | <b>In class Debate</b>  |                             |                                    |
| Week 17 | <b>Final on Aplia</b>   |                             |                                    |
| _/_     |                         |                             |                                    |

*Other Information*

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# Race, Racism, Law, and Society

## Phil 275

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Professor: Joshua Glasgow, PhD  
Office hours: M 11-12 and by appointment

Contact email: [glasgojo@sonoma.edu](mailto:glasgojo@sonoma.edu)  
Phone: 664-3280 (email is best)  
Office: Nichols 345

### Catalog Course Description

This course covers theoretical, practical, and legal issues surrounding race and racism. Topics may include: what counts as 'racist'; when discrimination is allowable; racial profiling; tolerating cultural differences; whether race-thinking makes sense; and the nature of racial identities like *white* or *Latino*. GE Area C3, Ethnic Studies

### Course learning objectives

- a. To form an in-depth understanding of how race operates in society and the law, identify considerations about whether race makes sense as a general category, and address the question of whether we should continue to think in racial terms at all.
- b. To appreciate a nuanced picture of how racism and discrimination operate socially and legally.
- c. To understand racial identities and grapple with how race is lived and experienced across a wide range of racial groups.
- d. To understand how gender and race can intersect in unique ways.
- e. To confront challenging questions about social tolerance, difference, and cross-cultural interaction.
- f. To build key skills, including especially verbal and written communication skills.

### Required Readings

- Readings on Moodle
- Joshua Glasgow, *A Theory of Race*

### Expectations

- *Don't plagiarize or otherwise cheat.* If you aren't sure what that means, please consult SSU's policy: [http://www.sonoma.edu/uaffairs/policies/cheating\\_plagiarism.htm](http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm). If you still aren't sure, please ask me. The short story is: don't try to pass off another's work as your own. **Plagiarizing will be taken to warrant an "F" for the course.**
- Please *be respectful* of your classmates and your instructor: don't text, don't read newspapers, do show up on time and remain engaged (and don't leave) as long as the class is in session, and so on. Our policy on laptops is that they will **not** be allowed in class, unless you get a special exemption from me. If you want to learn more about how taking notes on a laptop might negatively impact learning, see here: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1078740](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1078740). Your phone should remain off during class.

- Warning: this may be a *difficult class!* Nonetheless, you will hopefully learn a tremendous amount and grow as a person.

**Disabilities:** Please let me know if you have any disabilities that require accommodation. Disability Services for Students (DSS) provides assistance for students.

### **Assignments & Grading**

- *Reading Quizzes.* Every day that we have readings, you will take a brief on-line quiz (on our Moodle page) to show that you have done the reading assigned for that day's class. Each quiz will open starting on the day of the previous class and end **one hour before** that class begins. There will be 16 such quizzes; your two lowest scores will be dropped from your overall score. 10% of final grade combined.
- *Two Essays.* You will write two five-page (1200-1500 word) essays. 20% of final grade *each*. Required for passing the class.
- *Two Exams.* There will be two exams. The first is worth 15% of your final grade; the second is worth 5% of your final grade. Both are required for passing the class.
- *Oral Presentation.* You will give an individual presentation on implicit bias. 10% of final grade. Completion required for passing the class.
- *Debate.* You will participate in one team debate. 10% of final grade. Completion required for passing the class.
- *Attendance, Class Participation, and fulfillment of the Respectfulness Expectation* are expected and monitored. This is worth 10% of your final grade. You will start with 70 points (C-) for this part of the course, where 100 is maximum. Any time that it is determined that you have fallen short of these expectations, you will lose points from the total; when you participate, your score will rise. (This item will, at the instructor's discretion, also be used to justify "bumping up" borderline overall grades. No other justification for improving final grades will be used.)

### **Grading Scale**

|    |        |    |       |    |       |   |              |
|----|--------|----|-------|----|-------|---|--------------|
| A  | 93-100 | B  | 83-86 | C  | 73-76 | D | 60-66        |
| A- | 90-92  | B- | 80-82 | C- | 70-72 | F | 59 and below |
| B+ | 87-89  | C+ | 77-79 | D+ | 67-69 |   |              |

## Schedule

8/20 Introduction to class

## RACISM, DISCRIMINATION, AND BIAS

8/25 Garcia

8/27 Shelby, Mills

9/1 LABOR DAY

9/3 Haslanger (1)

9/8 Kelly & Roedder, Holroyd  
(Take IAT)

9/10 *Unnatural Causes*

9/15 ***Implicit Bias Presentations***

9/17 Writing Workshop

## SHOULD WE USE ‘RACE’?

9/22 *No class; redirected to 9/23*

9/23 Attend Ian Haney-López lecture, Stevenson 1002, 12-12:50

***Essay 1 Due***

9/24 Race: The Problem and the Law  
Glasgow, pp. 1-11

9/29 Film: *Race: The Power of an Illusion*

10/1 Glasgow, Chapter 5

10/6 Du Bois, Appiah

10/8 Outlaw

10/13 Glasgow, Chapter 6

10/15 Glasgow, Chapter 7

10/20 Review

10/22 ***Exam 1***

## IDENTITY

10/27 Gracia, Moya

10/29 Alcoff, Davis

11/3 *Dances with Wolves* (film)

11/5 *Dances*, cont.

11/10 Alcoff, Frye

11/12 Writing Workshop

## MULTICULTURALISM

11/17 **Essay 2 Due**

Kymlicka

(Debate Teams Set)

11/19 Okin, Spinner-Halev

11/24 **Exam 2**

11/26 THANKSGIVING

## DEBATE WEEK

12/1 Debate Preparation

12/3 **Debates**

12/8 Finals



**Philosophy of Science and  
Technology: an Ethical  
Analysis of Sonoma County  
Water Use**

**Philosophy 301**

4 Units

Fall 2014

Time: T & Th, 3:00 PM – 4:50 PM

Location: Stevenson 2079

**John P. Sullins, PhD.**

Your instructor has taught this subject for many years. He worked as a philosopher of technology for Xerox PARC in Pal Alto in the early 1990's. His subjects of study are the philosophy of robotics, technology, and cognitive science.

Email: [john.sullins@sonoma.edu](mailto:john.sullins@sonoma.edu) or Moodle

Office Phone: 707-664-2277

Course Web Page: Moodle

Office Hours: Th 12-1, and by appt,

Nichols Hall - Room 314



Lake Mendocino  
Photo copyright The Press Democrat

## I Overview

For better or worse, Science and Technology fundamentally shape our lives; this fact has concerned some of the best minds in modern philosophy. Recently the scope and speed of scientific discovery and technological change has noticeably accelerated with the advent of information technology. Fantastic claims have been made in regards to our potential to understand through science, and control through technology, nearly every aspect of the natural world, including our own bodies and minds. This fundamental alteration of humanity must not go unexamined.

In this class we will explore the great impacts science and technology has on our ability to know about the world, to understand our origins, and our efforts to promote or challenge our social values and the rise of technoethics. We will look at science and technology as a human practice that inherently fosters certain social values at the expense of others.

One technology that is vital for survival but often goes unquestioned is our use of water and the philosophical, political, and social values that influence the decisions we make. Do you know where your water comes from? Do you have a right to expect that your water is safe to use? Why do you trust that your water is safe coming out of the tap? How should we ration water in time of drought? What ethical impacts are there in the way we use water, especially bottled water? These are just some of the questions we will ask during the semester.

This class will consist of lectures and readings both physical and digital. Students will participate in group and individual projects. A significant portion of digital content will be presented in this class using Moodle and other online services.

Each student will participate in the production of a presentation and a white paper that critically explores the ethical impacts of water use in Sonoma County by using concepts you learn from the philosophy of science and technology.

### Learning Objectives

This course will allow the student to:

1. Understand some of the major figures, theories, methods and styles in the history of the philosophy of science and technology.
2. Understand how Philosophy of Science and Technology impacts traditional areas of philosophic thought such as: epistemology, metaphysics and ethics.
3. Introduce figures, theories, methods and styles from the philosophy of science and technology.
4. Use oral and written communication to describe, explain and critique philosophical arguments, including detecting fallacies, conceiving counterarguments, constructing effective reasoning in support of a thesis.
5. See the relevance of the philosophy of science and technology to their lives and its great impact on social/political/ethical issues facing the world today.
6. Engage with technologies that are important to your life but have remained in the background until now.

### Water and sustainability learning objectives

1. Students will critically engage with the values that motivate the use of the Sonoma County watershed
2. Each student will be presented with the various philosophical ways that water can be defined from the scientific to the cultural
3. Understand the changing philosophical stance we as a society are taking to water as we move from water use as a strictly civil engineering problem, to one where we demand sustainability as an ethical imperative
4. Participate in a meaningful field project that helps the student apply the theory learned in the class to specific real world problems that affect them locally
5. Develop a deeper personal value of the local watershed in order to foster a deeper commitment to sustainability of this resource

## II Required Texts

- 1) **Philosophy of Technology:** The Technological Condition, Robert C. Scharff and Val Dusek (eds.), Blackwell Publishing, 2003. ISBN: 978-0631222194. This book was chosen because it is one of the most complete readers on the subject available. Used copies can be found online [here](#)
- 2) **Water 4.0:** The Past, Present, and Future of the World's Most Vital Resource, David Sedlak, Yale University Press, 2014. ISBN: 9780300176490/ This book will help us contextualize our study within in the society we live in. Website at: <http://www.water4point0.com/>
- 3) **Elemental Philosophy:** Earth, Air, Fire, and Water as Environmental Ideas, David MaCauley, Suny Series in Environmental Philosophy and Ethics, State University of New York Press, 2011. ISBN-10: 1438432445. This book presents us with the philosophical thought on the natural elements. Online at: [Google Books](#)
- 4) **Theory and Reality:** An Introduction to the Philosophy of Science (Science and Its Conceptual Foundations series), Peter Godfrey-Smith, University Of Chicago Press . ISBN: 978-0226300634. This book is an excellent overview of the main trends in the philosophy of science organized in a chronological manor that works well with the other books chosen for the course. Online at: [Google Books](#)
- 5) **Online Readings** posted to the Moodle site. So we can follow current trends in the topic.

Books are available at [North Light Books Store](#) (550 E Cotati Ave Cotati, CA 94931-4094, (707) 792-4300, [Get directions](#)). Copies are limited. If they are out use the online options above.

## III Grading

- (a) **Class participation:** Students will be expected to participate in class discussions of the readings answering questions for each reading found on web CT and presenting these in class. Students will also share their insights, questions, and opinions with the other people in the class. This will count as 10% of the student's grade.
- (b) **Examinations:** There will be one midterm on 9/21, and a final exam on 12/14; these exams will consist of fill-in, multiple choice, short answer, and essay questions taken from the readings, and will be taken on Moodle. The midterm exam will count for 10% of the student's grade and the final will be 10%.
- (c) **Event Attendance and Field Research:** There will be a number of on campus events and off campus field activities that you will be required to attend. Students will be responsible for arranging their schedule to attend these events and will receive full points for proof of attendance. Missed events can be made up by submitting a 5 page research paper on the topic of the missed event. See instructor for details. All together these will count as 15% of the student's grade.
- (d) **Reading Reports:** Each student will write an answer to ten (10) of the various homework questions posted on Moodle. The questions will be related to the readings of the week and will be due the Friday of each class week. All together these will count as 15% of the student's grade and will total at least 10 pages of writing. **Please note the due dates of each assignment, you will not be allowed to turn these in late (but you are allowed to turn them in early).**
- (e) **Final Poster Presentation and White Paper:** For this project Students will engage with water technologies and systems in operation in Sonoma County and that loom in the background of their lives, e.g. the drinking water supply for SSU, Waste water disposal, watershed environmental activism, etc. Each student will visit the technology and create a poster presentation with their group analyzing the philosophical values implicit in their chosen technology and the ethical impacts of the choices made in developing that technology. The poster will be presented at an event to other students and members of the campus community. Each group will follow the guidelines announced in class. The student will also participate in writing with his or her group, a 15 to 20 page white paper following the

guidelines to be announced in class and presenting their results to the class. This project will count as 30% of the student's grade (15% for the white paper, 10% for the initial report and 15% for the final presentation).

## IV Reading Schedule

| DATE  | Lecture Topic  | Reading<br><br>(The number in front of each reading corresponds to the books listed above) | Assignment                              |
|---|--|--|---|
| Historical Issues in Science and Technology                           |  |  |   |
| Week 1<br>8/19  | On Dialectic and <i>Technē</i>                             | 1: Plato, p 3.<br>3: Ch 1& 4   | Moodle #1                               |
| 8/21<br><b>Class held on Moodle</b>                                   | On <i>Technē</i> and <i>Epistēmē</i>                       | 1: Aristotle, p 8.<br>3: Ch 5  | Moodle #2                               |
|   | <b>Research project introduction</b>                       |  |   |
| Week 2<br>8/26  | Scientific Study of Nature                                 | 1: Bacon, p 25<br>4: Ch1-Foundations of the Philosophy of Science                          | Moodle #2a                              |
| 8/28  | Technologies of the Court: 1450-1600                       | 2: Preface, Ch 1<br>3: Ch 6  | Moodle #2b                              |
|   | <b>Topics chosen for research project</b>                  |  |   |
| Week 3<br>9/2   | <b>Lunchtime Talk<br/>Stevenson Hall 1002<br/>12-12:50</b> | Eric Sinrod, "Risks and Liabilities in Cyberspace"   | <b>EVENT</b>                            |
| 9/2   | Universal History  | 1: Kant, p 38<br>4: Ch 2-Logic plus Empiricism   | Moodle #3                               |
| 9/4   | Techniques of Commerce, 1588-1740                          | 2: Ch 2  | Moodle #4                               |
|   |  |  |   |
| Week 4<br>9/9   | <b>Lunchtime Talk<br/>Stevenson Hall 1002<br/>12-12:50</b> | Brock Dolman, Occidental Arts and Ecology Center, "A Rehydration Revolution"               | <b>EVENT</b>                            |
| 9/9   | On the Sciences and the Arts                               | 1: Rousseau, p 60<br>4:Ch3-Induction & Confirmation  | Moodle #5                               |
| 9/11  | Geographies of Industry, 1740-1852                         | 2: Ch 3  | Moodle #6                               |
|   | <b>Group Preliminary Reports</b>                           |  | Present topic and brainstorm with class |
| Week 5<br>9/16  | Capitalism and Technology                                  | 1: Marx & Engles, p 66<br>4:Ch 4-Refutation  | Moodle #7                               |
| 9/18  | Instruments of Empire, 1840-1914                           | 2: Ch 4  | Moodle #8<br><b>Online Midterm</b>      |
| Philosophy, Modern Science and Technology: Positivism and its Critics |  |  |   |
| Week 6<br>9/23  | The Vienna Circle  | 1: Carnap, Han, & Neurath, P 86<br>4: Ch 6-Khun & Normal Science                           | Moodle #9                               |

|                                      |  |   |   |
|--------------------------------------|--|---|---|
| 9/25                                 | Science and Systems, 1870-1930                             | 2: Ch 5<br>3:Ch 7   | Moodle #10  |
| Week 7<br>9/30                       | <b>Lunchtime Talk<br/>Stevenson Hall 1002<br/>12-12:50</b> | Cindy Cohn, “NSA Spying, The Constitution, and You”           | <b>EVENT</b>  |
| 9/30                                 | Logic and Explanation                                      | 1: Hempel & Oppenheim, p 96<br>4: Ch7- Critical Phil of Sci   | Moodle #11  |
| 10/2                                 | Materials of Modernism, 1900-1950                          | 2: Ch 6<br>3:Ch 7-The Cult of the Expert                      | Moodle #12  |
|                                      | <b>Group 1-Initial Findings</b>                            |   | Present research and resources being used                         |
| Week 8<br>10/7                       | Philosophical Inputs and outputs in technology             | 1: Bunge, p 172<br>4: Ch8- Sociology of Science               | Moodle #13  |
| 10/9                                 | The Means of Destruction, 1936-1990                        | 2: Ch 7<br>3:Ch 9   | Moodle #14  |
|                                      | <b>Group 2-Initial Findings</b>                            |   | Present research and resources being used                         |
| Week 9<br>10/14                      | <b>Lunchtime Talk<br/>Stevenson Hall 1002<br/>12-12:50</b> | Irene Klaver—The Philosophy of Water Technologies             | <b>EVENT</b>  |
| 10/14                                | A Philosophy of Technology                                 | 1: Ellul, p 182<br>4: Ch 9- Feminism & Science                | Post 1 question and 1 response to discussion board for this topic |
| 10/16<br><b>Class held on Moodle</b> | Toward a Global Culture, 1970-2001                         | 2: Ch 8<br>3:Ch 9-Technological Revolution                    | Post 1 question and 1 response to discussion board for this topic |
| Week 10<br>10/21                     | Do You Believe in Reality?                                 | 1: Latour, 126<br>2: Ch 9<br>4: Ch 10-Naturalism              | Moodle #15  |
| 10/23<br><b>Class held on Moodle</b> | Dysfunctional Universality                                 | 1: Harding, 154<br>2: Ch 10<br>4: Ch 11- Science as a Process | Moodle #16  |
|                                      | <b>Group 3-Initial Findings</b>                            |   | Present research and resources being used                         |
| Week 11<br>10/28                     | <b>Lunchtime Talk<br/>Stevenson Hall 1002<br/>12-12:50</b> | Jenny Stock, Codell Bank Marine Sanctuary, “Whale Aware”      | <b>EVENT</b>  |
| 10/28                                | Technology and Ethics                                      | 1: Shrader-Frechette, p 187<br>2: Ch 12<br>4: Ch 12-Realism   | Moodle #17  |
| 10/30                                | Science and the Practices of Women                         | 1: Tuana, p 116<br>2: Ch 13<br>4: Ch 13- Explanation          | Moodle #18  |
|                                      | <b>Group 4-Initial Findings</b>                            |   | Present research and resources being used                         |

|   |  |  |   |
|---|--|--|---|
| Week 12<br>11/4                                 | <b>Lunchtime Poster Presentations<br/>Stevenson Hall 1002<br/>12-12:50</b> | Your group will present their poster to the campus community | <b>Presentations</b>                      |
| 11/4  | The Question Concerning Technology   | 1: Heidegger, p 252<br>4: Ch 14-Bayesianism                  | Moodle #19                                |
| 11/6  | Focal Things and Practices   | 1: Borgmann, p 293<br>4: Ch 15-Empiricism Reformed           | Moodle #20                                |
|   | <b>Group 5-Initial Findings</b>  |  | Present research and resources being used |
| Week 13<br>11/11<br><b>Class held on Moodle</b> | Veteran's Day<br>Three Ways of Being With Technology                       | 1) Mitcham, p 487  | Moodle #21                                |
| 11/13   | Information and Reality  | 1) Borgmann, p 571   | Moodle #22                                |
| Week 14<br>11/18                                | Doing and Making: Dewey on Technology                                      | 1) Hickman, p, 369   | Moodle #23                                |
| 11/20   | Technology, Power, and Freedom   | 1) Feenberg, p 652   | Moodle #24                                |
| Week 15<br>11/25                                | <b>Groups Meet and Work on the White Paper</b>                             |  |   |
| 11/27   | <b>Thanksgiving Holiday</b>  |  |   |
| Week 16<br>12/2                                 | <b>Final White Paper Presentations</b>                                     | Group 1-3  |   |
| 12/4  | <b>Final White Paper Presentations</b>                                     | Group 3-4  | <b>White Paper Due</b>                    |
| <b>Final</b>                                    | <b>Due 12/9/2014 by 3:50PM</b>   |  | <b>On Moodle</b>                          |

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10. All discussions both online and in person will be held in accordance with the SSU Statement on Civility and Tolerance. [www.sonoma.edu/crvd](http://www.sonoma.edu/crvd)

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**John P. Sullins, PhD.**

Your instructor has taught CyberEthics for over a decade and has worked as an ethics consultant for various corporations. His subject of interest is computer ethics, the philosophy of robotics, technology, and cognitive science.

**MoTuWeTh January 5-20.**

**Course Website:** [cgscholar.com](http://cgscholar.com) and SSU Moodle.

**Email:** [john.sullins@sonoma.edu](mailto:john.sullins@sonoma.edu)

**Office Phone:** 707-664-2277

**Office Hours:** by appointment, Nichols Hall - Room 363A

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*"Computer ethics requires us to think anew about the nature of computer technology and our values."*

**- James H. Moor, American Philosopher**

## **I Overview**

This class is an introduction to the philosophical analysis of ethics, morality and values, and a brief survey of the various systems of moral philosophy discussed in the context of the digital age. The course covers all of the traditional questions of morality such as: What is the good life and are global information technologies fostering or hindering our pursuit of this? What considerations are relevant to making moral decisions regarding the use of digital technologies? Are moral principles universal or relative to a given society, for instance, can questionably moral behavior such as pornography be regulated globally? How, if at all, can moral judgments be justified or moral disagreements resolved in a global context using information technology? Do intelligent technologies deserve moral consideration? Some of the issues we will concentrate on are; free speech, intellectual property rights, peer-to-peer file sharing, privacy, and security. Satisfies GE, Category C3 (Philosophy and Values) through the careful analysis of the function of ethics, morality, and value theory on one's personal and professional life.

## **II Learning Objectives**

Upon completion of the ethics component of this course, you will be able to:

1. Confidently communicate a well-reasoned and accountable personal ethos in regards to the challenging ethical questions raised by working with information technologies.
2. Understand the best professional codes of ethics found in the work world.
3. Gain a practical understanding of the most important ethical theories of today such as, Deontology, Utilitarianism, Virtue ethics, and Information ethics, as well s understanding how basic human rights apply to the various fields of information technologies.
4. Follow the important ethical debates in the information age such as issues of privacy, property rights, and security.
5. Better negotiate the ethical complexities of the modern workplace.

## **II Required Texts**

1. **Web:** Readings from the web linked from your online assignments. We will use both SSU Moodle and the online learning application [Scholar](#) in this class. You will need reliable access to the web to complete this course. SSU students can use computers in the Library if you do not have access to one at home.

## **III Grading**

Final grades are final except when a calculation error has been made. This is official university policy and I cannot change it. I rarely allow incompletes, and you cannot take any test or quiz over. A missed quiz or exam will be a "0" grade unless prior arrangements are made. Every student taking this course agrees that they have access to the proper technologies to complete the course and get all the work in on time.

- (a) **Class participation:** Students will be expected to participate in class. This grade will be based on the quality and quantity of each student's participation online. Typically this will be in the form of answering the discussion questions found online for each of the readings, and their sharing of insights, questions, and opinions with the other people in the class in online discussions. Al together this will count for **10%** of the student's grade.



- (b) Homework: Each day of the class will be held online. The student will answer homework questions, and/or engage in discussions online. It is best for this to be done early in the day but as long as the work is done before midnight each day it will be considered on time. This will count as **30%** of the student's grade.
- (c) Exams: there will be a midterm and a final, both taken online and each will count for **5%** of your grade.
- (d) Deliverables: **Digital Media Log**-- the Student will keep a log of his/her digital media use during the class which will be used in other assignments, which will count for **10%** of the student's grade. **Personal Ethos Statement**--each student will write a short statement that presents their considered opinion of their own professional ethics, which will count as **10% of the student's grade**. **Ethical Analysis Project**--this is a group project and will consist of a White Paper and an online Presentation. The students will form groups of 3-4 and then research one of the topics from the list found online. Each group will upload a white paper of 7 to 10 pages in length following the guidelines found online. Each group will also post a 15-20 min presentation on their topic using YouTube, Viemo, Prezi, or any other similar video or presentation app. The white paper will be worth **20%** of the student's grade and the presentation will be worth **20%** of the student's grade. is due on the day of presentation and grading criteria and further instructions for the white paper/presentation project can be found on line on the course websites.

### *Grading Scale*

As = 89% and above  
Bs = 79 - 88%  
Cs = 69 - 78%  
Ds = 59 - 68%  
F = less than 59

### *Additional Resources*

The instructor holds office hours on campus by appointment, (see above for contact information), you are invited to come and discuss your class work. I will also be online each day of class but will only guarantee that I will be on from 1-2PM each day. Any emails sent after that time may experience some delay before I reply. Finally, I encourage you to form study groups, those students that do consistently do better than students who try to go it alone.

## IV Reading Schedule

| DATE   | Lecture Topic                                    | Reading  | Discussions/Homework                            |
|--|--|--|---|
| <b>Part 1: Tools for Thinking About Moral and Ethical Values</b> |  |  |   |
| <b>Module 1: Navigating this course</b>                          |  |  |   |
| January 5<br>Online  | Introduction                                     | See the Introduction and Community Tutorials at <a href="http://info.cgscholar.com/tutorials/tutorials">http://info.cgscholar.com/tutorials/tutorials</a> and watch the videos in section 1 and 2.<br><br>Read the Overview, Learning Objectives, Course materials and lesson plan on our course page on Scholar | Groups formed for final projects                |
| <b>Module 2: Don't Be Evil</b>                                   |  |  |   |
| 1/5 cont.<br>Online  | Lesson 1:<br>Thinking about ethics is not my job | Lesson on Scholar  | 1) Writing Reflection 1<br>2) Digital Media Log |

|  |  |   |   |
|--|--|---|---|
| 1/5 cont.<br>Online                              | Lesson 2:<br>Why would Google make, “Don’t be evil,” their corporate motto?  | <a href="#">The Social Responsibility of Business is to Increase its Profits</a> by Milton Friedman<br><a href="#">Google Code of Conduct and Ethics</a> and <a href="#">Google Corporate Philosophy</a><br><a href="#">Distinction between ethics and morality</a><br>read short explanations of egoism, realism and relativism, found on this <a href="#">site</a> .                  | 3) Writing Reflection<br>4) Writing Workshop 1  |
| <b>Module 3: Ethics’ Greatest Hits</b>           |  |   |   |
| January 6<br>online                              | Lesson 3:<br>Consequentialism and Deontology   | Read this detailed article on <a href="#">Utilitarianism</a><br>Read this article on <a href="#">Deontology</a>   | 5) Writing Reflection<br>6) Writing Reflection  |
| 1/6 cont.<br>Online                              | Lesson 4:<br>Virtue ethics and Ethics of Care  | Read this article on <a href="#">Virtue Ethics</a><br>Read this article on <a href="#">Ethics of Care</a>   | 7) Writing Reflection<br>8) Writing Reflection  |
| <b>Module 4: Information and Computer Ethics</b> |  |   |   |
| January 7<br>Online                              | Lesson 5:<br>The moral paradox of information technology: Information wants to be free, yet profitable at the same time. | The moral paradox of information technologies, Read the intro and section 1 here: <a href="http://plato.stanford.edu/entries/it-moral-values/">http://plato.stanford.edu/entries/it-moral-values/</a><br><br><a href="#">The Law Where There Is No Land: A Legal System Built on Precedents Has Few of Them in the Digital World</a><br>By AMY HARMON<br>Published: NYT, March 16, 1998 | 9) Writing Reflection<br>10) Writing Reflection |
| 1/7 cont.<br>Online                              | Lesson 6:<br>Ethical and moral values in recording, communicating, and organizing information                            | Read section 2 <a href="#">here</a> :<br><br>Intellectual property rights and online sharing:<br><a href="#">Social Media and Copyright Law In Conflict</a>   | 11) Writing Workshop 2                          |
| <b>Module 5: Professional Codes of Ethics</b>    |  |   |   |
| January 8<br>Online                              | Lesson 7:<br>Professional Codes of Ethics  | <a href="#">ACM Code of Ethics for Computer Professionals</a><br><br><a href="#">Using the ACM Code of Ethics in Decision Making</a><br><br><a href="#">The Ten Commandments of Computer Ethics</a>   | 12) Writing Reflection                          |

|  |   |  |   |
|--|---|--|---|
| 1/8 cont.<br>Online                                    | Lesson 8:<br>Political Action and<br>Computer Professionals | Problems with codes of behavior and rules<br>based ethical systems<br><br><a href="#">Criticisms of a Code of Ethics</a><br><br><a href="#">Commentary on the “ten Commandments<br/>of Computer Ethics</a> , by N. Ben Fairweather<br><br><a href="#">A Scandinavian View on the ACM’s Code<br/>of Ethics</a><br><br>Political Action and the Electronic Frontier<br>Foundation. Please browse this site:<br><br><a href="https://www.eff.org/">https://www.eff.org/</a> | 13) Writing Reflection                                  |
| <b>Part 2: Resolving Professional Ethical Dilemmas</b> |   |  |   |
| <b>Module 6: Whistleblowing</b>                        |   |  |   |
| January 11<br>Online                                   | Lesson 9:<br>Whistleblowing in the age<br>of Wikileaks      | When is it right to turn in your own<br>employer?<br><br><a href="#">Wikileaks.org</a><br><br>Ted Talk: <a href="#">Why the World Needs<br/>Wikileaks</a> , By Julian Assange<br><br>Chelsea Manning, Wikipedia <a href="#">Entry</a>  | <b>14) Online Midterm</b><br><br>15) Writing Reflection |
|  |   | <a href="#">Rethinking Whistleblowing in the digital<br/>age</a><br><br><a href="#">Whistleblowing in Sports in the Digital<br/>Age</a><br><br>YouTube video:<br><a href="#">Defending Democracy: Government<br/>Whistleblowing in the Digital Age</a>   |   |
| January 12<br>Online                                   | Lesson 10:<br>High Profile Case Studies                     | Edward Snowden: hero or traitor?<br><br><a href="#">How Edward Snowden went from loyal<br/>NSA contractor to whistleblower</a><br><br><a href="#">Why Edward Snowden is a hero</a><br><br><a href="#">Edward Snowden is no Hero</a>  | 16) Writing Reflection                                  |
| <b>Module 7: Human Rights and Computer Ethics</b>      |   |  |   |

|  |  |  |  |
|--|--|--|--|
| 1/12 Cont.<br>Online                         | Lesson 11:<br>Privacy, Free Speech,<br>Freedom, and Security | <p>J. P. Sullins, 2010: "Rights and Computer Ethics," in The Cambridge Handbook of Information and Computer Ethics, Cambridge: Cambridge University Press. Floridi (ed.) 2010.</p> <p>Freedom vs. security</p> <p><a href="#">NSA Surveillance, Snowden, and Freedom</a></p> <p><a href="#">Liberty's Lost Decade</a></p>  | 17) Writing Reflection                           |
| January 13<br>Online                         | Lesson 12:<br>Pornography, Games and Gender                  | <p>Pornography and gender ethics online</p> <p><a href="#">Guide to free Speech and Pornography</a></p> <p><a href="#">The Ethics of Porn</a></p> <p><a href="#">Can Porn be Ethical?</a></p> <p><a href="#">Non-profit porn site generates revenue for ethical causes</a></p> <p><a href="#">Race In/For Cyberspace: "Identity Tourism and Racial Passing on the Internet,"</a> by Lisa Nakamura</p> <p>TEDxUillinois - Dr. Lisa Nakamura - <a href="#">5 Types of Online Racism and Why You Should Care</a></p> <p><a href="#">Racism is Still Alive and Well Online</a></p> <p><a href="#">Cyber racism definition</a></p> <p><a href="#">Online Gaming Marred by Racist, Anti-Semitic Hate Speech</a></p> <p><a href="#">Racism and Online Dating</a></p> <p>Higgin, T. 2015. <a href="#">Online Games and Racism, Sexism, and Homophobia</a>. The International Encyclopedia of Digital Communication and Society. 1-7.</p> | 18) Writing Reflection<br>19) Writing Reflection |
| <b>Module 8: Social Media and Networking</b> |  |  |  |

|                                    |  |   |  |
|------------------------------------|--|---|--|
| January 14<br>online               | Lesson 13:<br>The dark side of social media                                      | <p>The dark side of online communication: Trolls, Griefing, and Stalking</p> <p>Wikipedia: <a href="#">Griefing</a>, <a href="#">Internet Troll</a>, <a href="#">Cyberstalking</a></p> <p><a href="#">Nine tips for Nurturing Ethical Play</a></p> <p>Computers and inequality: The digital divide</p> <p><a href="#">The Digital Divide-an issue of ethics?</a></p> <p><a href="#">PewResearchCenter. The State of the Digital Divide</a></p> <p><a href="#">Digital Ethics in Bridging Digital Divide</a></p> | 20) Writing Reflection   |
| January 15<br>Online               | Lesson 14:<br>What does my online profile say about me?                          | <p>What does my online profile say about me?</p> <p><a href="#">Online Behavior Profiling and modeling</a></p> <p><a href="#">What is a cookie profiling?</a></p> <p><a href="#">Employers can now use new personality profiling technology to decipher people's tweets to find out whether candidates are work-shy or lazy</a></p>   | 21) Upload your finished digital media log   |
| 1/15 cont.<br>Online               | Lesson 15:<br>Future concerns--Virtual Reality, Robot Ethics, and the Infosphere | <p>Read section 3 <a href="#">here</a></p> <p><a href="#">“Cyber War and Cyber Terrorism,”</a> by Janczewski and Colarik</p> <p>Ethica Themen: Ethical and Legal Aspects of Unmanned Systems. Interviews, Gerhard Dabringer (ed.) Ethical and Legal Aspects of Unmanned Systems. Chapter found on Scholar</p>   | 22) Writing reflection   |
| <b>Module 9: My Personal Ethos</b> |  |   |  |
| January 18                         | MLK Holiday  |   |  |
| January 19<br>online               | Lesson 16:<br>My personal ethos statement  |   | <p>23) Upload your Digital Media Log</p> <p>24) Upload your personal ethos statement and</p> |
| 1/19 cont.<br>Online               | Lesson 17:<br>Ethical Analysis Project   |   | 25) Post your final Ethical Analysis White Paper and Presentation                            |
| January 20<br>Online               | Final Exam   |   | 26) Take the final exam online   |

*Other Information*

1. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the [Disabled Student Services](#) office in Salazar 1049, phone at 664-2677, for confidential assistance and accommodation authorization.
2. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please ask.
3. Incompletes will be granted but only in extreme circumstances.
4. Missed exams, labs, quizzes or presentations will count as a zero grade for that section.
5. If you want to take this class pass/fail, register accordingly now. I will not sign pass/fail forms in mid-semester for students with a grade of B- or better. The University Registrar is adamant about not letting students switch to pass/fail or to drop after the deadlines have passed.
6. [Proper classroom behavior](#) is required at all times. No talking. No sleeping. No music. No using of cell phones. No reading of newspapers, magazines, comic books, etc.
7. [Cheating and plagiarism](#) will not be tolerated. Any student caught cheating or plagiarizing will automatically fail the course and may be brought up on charges before the University Honesty Committee.
8. Acts or threats of physical violence towards anyone in the class will result in the student's dismissal from the course.
9. Computing devices are encouraged but refrain from using them to play games, chat or any other activity that inhibits your ability to participate in class.

## Contemporary Topics in Philosophy: Philosophy and Robotics

Phil 306: 4 units  
*Spring 2016*



Figure 1. Jibo the home social robot

Your instructor has taught this subject for over fifteen years. He worked as a philosopher of technology for Xerox PARC in Pal Alto in the early 1990's. His subjects of study are the philosophy of robotics, technology, and cognitive science.

Email: [john.sullins@sonoma.edu](mailto:john.sullins@sonoma.edu) Office  
Phone: 707-664-2277  
Course Web Page: Moodle  
Course Login ID:  
Class MW 1-2:50PM  
Stevenson 2050  
Office Hours: TTh 1-1:50, and by apt.,  
Nichols Hall - Room 363b

*The California Faculty Association is in the midst of a difficult contract dispute with management. It is possible that the faculty union will call a strike or other work stoppage this term. I will discuss this situation with the class, and let you know how you may be affected.*

### I Overview

In this course we will explore the computational turn and its implications on ethics and morality. The visionary computer scientist Jaron Lanier warns that computationalism has seductively transformed our understanding of human nature in both informative and misleading ways. He feels that when we see each other as computers, we tend to treat one another as gadgets or bits of information. We will explore this claim as well as others.

There is no use critiquing something one does not actually understand, so the class will have a strong experimental component designed to learn the basics of programming and robotics. Towards this end, the student will participate in a number of experiments and labs using software and robotic tools. There is no assumption of computer programming skill, but the student should be interested in learning some during the course of the class.

### Learning Objectives

This course will allow the student to:

1. Understand some of the major figures, theories, methods and styles in the history of the philosophy of Artificial Intelligence and Robotics.
2. Understand how Philosophic concepts drawn from epistemology, metaphysics and ethics can and should impact the design and use of information technologies and robotics.

3. Explore how information technologies and robotics affect the philosophy of law and medical ethics.
4. Use oral and written communication to describe, explain and critique philosophical arguments, including detecting fallacies, conceiving counterarguments, constructing effective reasoning in support of a thesis.
5. See the relevance of information technologies and robotics to their lives and its great impact on social/political/ethical issues facing the world today.

## II Required Texts

- 1) Machine Ethics, edited by Susan and Michael Anderson. Cambridge University Press, 2011. ISBN 0521112354.
  - 2) Robot Futures, by Illah Nourbakhsh . MIT Press, 2013. ISBN: 9780262018623. Ebook: <http://library.calstate.edu/sonoma/books/record?id=b3571005>
  - 5) Web Readings linked to on Moodle. So we can follow current trends in the topic.
- Books are available at [North Light Books Store](#) (550 E Cotati Ave Cotati, CA 94931-4094, (707) 792-4300, [Get directions](#)).**

## III Grading

Final grades are final except when a calculation error has been made. This is official university policy and I cannot change it. I rarely allow incompletes, and you cannot take any test or quiz over. A missed quiz or exam will be a “0” grade unless prior arrangements are made.

- (a) Class participation 20%: Students will be expected to participate in class. This grade will be based on the quality and quantity of each student’s discussions of the readings, and their sharing of insights, questions, and opinions with the other people in the class. This will count as 10% of the student’s grade. The student will also lead the class on a discussion on a news event featuring robots. This will count as 10% of the student’s grade.
- (b) Lab Participation 30%: Labs are an important part of the class. If you leave during the lab you will not receive credit for it. To get full credit be on time and participate fully with your lab partners and turn in all required work 25%. Conference participation is worth 5%
- (c) Deliverables 45%: Reading reflections on Moodle, due one hour before each class, no partial credit for late work. This will count as 20% of the grade. Final Broup Project Brainstorm document, which counts at 5%. A final group lab report with PowerPoint or similar presentation that will be shown to the class and the file delivered to the instructor, this will count for 10% of the grade. A group white paper that will meet the highest standards, which will count for 10% of the grade. All work will be turned in on Moodle.

Note:

Due dates listed on Moodle supersede anything written on the syllabus.

### *Grading Scale*

As = 89% and above  
 Bs = 79 - 88%  
 Cs = 69 - 78%  
 Ds = 59 - 68%  
 F = less than 59



## *Campus Resources*

There are a number of campus resources available to enhance your studies. The Library has numerous workshops directed at finding research articles and presenting your ideas (<http://library.sonoma.edu/research/workshops.html>). This is a video of the basic library training (<http://library.sonoma.edu/orientation/>). There is also a good video on finding scholarly articles (<http://reference.sonoma.edu/channel/>). SSU also operates a Career Services office (<http://www.sonoma.edu/sas/crc/>). Finally, I encourage you to form study groups, those students that do consistently do better than students who try to go it alone.

## IV Reading Schedule

| DATE           | Lecture Topic   | Reading Assignment  | Assignment   |
|----------------|---|---|--|
| Week 1<br>1/25 | Introduction, review syllabus. The Maker Movement and its critics | Book 2 Chs 1 and 2<br><br><a href="#">Why the Maker Movement is Here to Stay, by fitzwillie.</a>  | All reading assignments are due before our meeting, except on the first day or unless noted otherwise.<br>Answer questions on Moodle |
| Lab<br>1/27    | Robot Basics and paying attention to robots                       |   |  |
| Week 2<br>2/01 | Philosophy as the Key to AI                                       | <a href="#">Computer Machinery and Intelligence, By Turing</a><br><br><a href="#">Philosophy Will be the Key to Unlocking Artificial Intelligence</a><br><br><a href="#">Why Moral Philosophy will be big business in tech, by Stuart Russell</a> | Answer questions on Moodle   |
| Lab<br>2/03    | Make a robot do something   |   |  |
| Week 3<br>2/08 | Dehumanizing Robots   | Book 2 Chs 3 and 4  | Answer questions on Moodle   |
| Lab<br>2/10    | Make a robot do something smart                                   |   |  |
| Week 4<br>2/15 | <b>Robot Futures</b>  | Book 2 Chs 5 and 6  | Answer questions on Moodle   |
| Lab<br>2/17    | Make a robot do something smart part 2                            |   |  |
| Week 5<br>2/22 | Difficulty of Machine Ethics                                      | Book 1, Essay 1, James Moor   |  |
| Lab<br>2/24    | Make a robot agent  |   |  |
| Week 6<br>2/29 | Machine Meta Ethics   | Book 1, Essay 2, Susan Anderson   | Answer questions on Moodle   |
| Lab<br>3/02    | Make a robot agent part 2   |   |  |
| Week 7<br>3/07 | Why Machine Ethics?   | Book 1, Essay 4, Wallech et. al.  | Answer questions on Moodle   |
| Lab<br>3/09    |   |   | <b>Final Project Brainstorm due</b>  |

| DATE              | Lecture Topic   | Reading Assignment  | Assignment                                   |
|-------------------|---|---|--|
| Week 9<br>3/14    | <b>Spring Break</b>   |   |  |
| 3/16              | <b>Spring Break</b>   |   |  |
| Week 9<br>3/21    | More than Human<br>Moral World  | Book 1, Essay 7, Torrance   | Answer questions on Moodle                   |
| 3/23              | Student projects  |   |  |
| Week 10<br>3/28   | When is a robot a<br>moral agent?   | Book 1, Essay 9, Sullins  | Answer questions on Moodle                   |
| Lab<br>3/30       | No Class  | Work on your group projects<br>and white paper                              |  |
| 3/30-4/03         | American<br>Philosophical<br>Association Meeting<br>Westin, SF  |   |  |
| 4/8-10            | RoboGames<br>Pleasanton   | <a href="http://robogames.net/index.php">http://robogames.net/index.php</a> |  |
| Week 11<br>4/04   | Robots are not moral<br>agents  | Book one, essay 11, Johnson   | Answer questions on Moodle                   |
| Lab 4/06          | <b>Student projects</b>   |   |  |
| Week 12<br>4/11   | A Kantian Machine   | Book 1, Essay 26, Powers  | Answer questions on Moodle                   |
| Lab<br>4/13       | Student projects  |   |  |
| Week 13<br>4/18   | Unacceptability of 3<br>laws of robotics  | <a href="#">Runaround, by Isaac Asimov</a><br>Book 1, Essay 16              | Answer questions on Moodle                   |
| Lab<br>4/20       | Student Projects  |   |  |
| Week 16<br>4/25   | No class<br>Comp time for<br>attending the Robo<br>Games or Sonoma<br>County Lego Robotics<br>Competition |   |  |
| Lab<br>4/27       | No class<br>Comp time for<br>attending the Robo<br>Games or Sonoma<br>County Lego Robotics<br>Competition |   |  |
| Week 17<br>5/02   | Robots and<br>Utilitarianism  | Book 1, Essay 25, Grau  |  |
| Lab<br>5/04       |   |   |  |
| 5/07              | Sonoma County Lego<br>Robotics Challenge  | 8AM -1PM  |  |
| Week 18<br>5/09   | Homo Sapiens 2.0  | Book 1, Essay 31, Dietrich  |  |
| Lab<br>5/11       | <b>Group Presentations!</b>   |   | <b>Final White Paper is due<br/>5/11!!!!</b> |
| Finals<br>5/16-20 | <b>Final Exam</b>   | <b>Online</b>   |  |

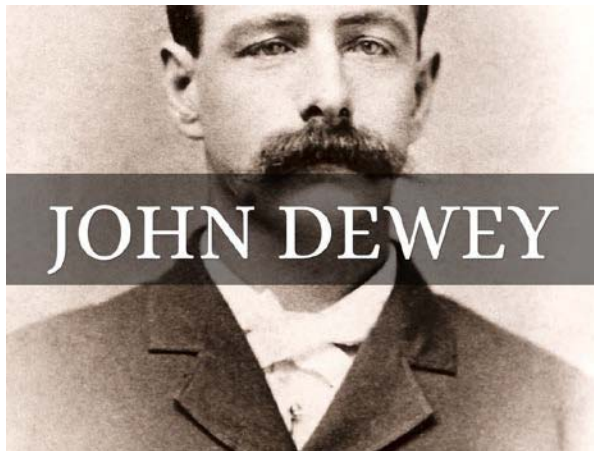
#### *Other Information*

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4. Missed exams, labs, quizzes or presentations will count as a zero grade for that section.
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8. Acts or threats of physical violence towards anyone in the class will result in the student's dismissal from the course.
9. Computers are encouraged but refrain from using them to play games, chat or any other activity that inhibits your ability to participate in class.

## Philosophical Figures: John Dewey, American Philosopher

Phil 306: 4 units

*Spring 2016*



Your instructor has taught at SSU for over ten years. He worked as a philosopher of technology for Xerox PARC in Pal Alto in the early 1990's. His subjects of study are the philosophy of robotics, technology, and cognitive science.

Email: [john.sullins@sonoma.edu](mailto:john.sullins@sonoma.edu) Office

Phone: 707-664-2277

Course Web Page: Moodle

Class MW 10-11:50PM

Stevenson N-242

Office Hours:

Nichols Hall - Room 363b

*The California Faculty Association is in the midst of a difficult contract dispute with management. It is possible that the faculty union will call a strike or other work stoppage this term. I will discuss this situation with the class, and let you know how you may be affected.*

### I Overview

John Dewey (1859-1952) lived to see America move from the Civil War to the early Space Age. The tremendous change wrought by this technological advancement and scientific discovery colored the philosophy he wrote and practiced. He has made lasting contributions to the study of all aspects of philosophy and psychology but most notably in the philosophical movement called American Pragmatism, as well as; the philosophy of education, political philosophy, and the philosophy of technology. He was a prolific writer and we will not be able to survey all of his work, but we will read examples of his best work that he accomplished through out his life.

### Learning Objectives

This course will allow the student to:

1. Understand the place Dewey holds in the history of philosophy.
2. Survey his most important work
3. Explore his theory of instrumentalism
4. Use oral and written communication to describe, explain and critique his philosophical arguments, and those of his detractors, including detecting fallacies, conceiving counterarguments, constructing effective reasoning in support of a thesis.
5. See the relevance of Dewey's philosophies as they apply to the world of today.

## II Required Texts

- 1) *The Essential Dewey, Volume 1, Pragmatism, Education, Democracy*. Larry A Hickman and Thomas M. Alexander (eds). Indiana University Press, Bloomington and Indianapolis, ISBN 0-253-21184-0
- 2) *The Essential Dewey, Volume 2, Ethics, Logic, Psychology*. Larry A Hickman and Thomas M. Alexander (eds). Indiana University Press, Bloomington and Indianapolis, ISBN 978-0-253-21185, Ebook: <http://library.calstate.edu/sonoma/books/record?id=b3145649>
- 3) *Understanding John Dewey*, James Campbell, Open Court Publishing, 1995. ISBN 978-0812692853
- 4) *Experience and Nature*, John Dewey, Dover Publications, 2000. ISBN 0486204715

Books are available at [North Light Books Store](#) (550 E Cotati Ave Cotati, CA 94931-4094, (707) 792-4300, [Get directions](#)).

## III Grading

Final grades are final except when a calculation error has been made. This is official university policy and I cannot change it. I rarely allow incompletes, and you cannot take any test or quiz over. A missed quiz or exam will be a “0” grade unless prior arrangements are made.

- (a) Class participation 20%: Students will be expected to participate in class. This grade will be based on the quality and quantity of each student’s discussions of the readings, and their sharing of insights, questions, and opinions with the other people in the class. This will count as 10% of the student’s grade.
- (b) Reading Reflections 30%: Reading reflections on Moodle, due one hour before each lecture class, no partial credit for late work.
- (c) Deliverables 45%: Final Project Brainstorm document, which counts at 5%. A final presentation with Prezi or similar that will be shown to the class and the file delivered to the instructor, which will count for 10% of the grade. A Research paper that will meet the highest standards, which will count for 20% of the grade. All work will be turned in on Moodle.

Note:

Due dates listed on Moodle supersede anything written on the syllabus.

### *Grading Scale*

As = 89% and above  
Bs = 79 - 88%  
Cs = 69 - 78%  
Ds = 59 - 68%  
F = less than 59

### *Campus Resources*

There are a number of campus resources available to enhance your studies. The Library has numerous workshops directed at finding research articles and presenting your ideas

(<http://library.sonoma.edu/research/workshops.html>). This is a video of the basic library training (<http://library.sonoma.edu/orientation/>). There is also a good video on finding scholarly articles (<http://reference.sonoma.edu/channel/>). SSU also operates a Career Services office (<http://www.sonoma.edu/sas/crc/>). Finally, I encourage you to form study groups, those students that do consistently do better than students who try to go it alone.

## IV Reading Schedule

| DATE            | Discussion Topic   | Reading Assignment              | Assignment   |
|-----------------|--|---------------------------------|--|
| Week 1<br>1/25  | Syllabus introduction                                    |                                 | All reading assignments are due before our meeting, except on the first day or unless noted otherwise. |
| 1/27            | Dewey: Introduction                                      | Book 3, Chapter 1               | Answer questions on Moodle   |
| Week 2<br>2/01  | Dewey on Human Nature                                    | Book 3 Chapter 2                | Answer questions on Moodle   |
| 2/03            | Dewey and the role of philosophy                         | Book 3, Chapter 3               | Answer questions on Moodle   |
| Week 3<br>2/08  | Dewey and social vision                                  | Book 3, Chapter 4               | Answer questions on Moodle   |
| 2/10            | Building a better society                                | Book 3, Chapter 5               | Answer questions on Moodle   |
| Week 4<br>2/15  | Pragmatism   | Book 1, pp. 1-22                | Answer questions on Moodle   |
| 2/17            | Cont.  | Book 1, pp. 22-37               | Answer questions on Moodle   |
| Week 5<br>2/22  | Reconstructing Philosophy                                | Book 1, pp. 37-79               | Answer questions on Moodle   |
| 2/24            | Evolutionary Naturalism                                  | Book 1, pp. 113-134             | Answer questions on Moodle   |
| Week 6<br>2/29  | Metaphysics  | Book 1, pp. 173-195             | Answer questions on Moodle   |
| 3/02            | Education  | Book 1, pp. 227-250, 270-274.   | Answer questions on Moodle   |
| Week 7<br>3/07  | Democracy  | Book 1, pp. 279-345             | Answer questions on Moodle   |
| 3/09            | Science and Tech   | Book 1, pp. 345-369             | Answer questions on Moodle   |
| Week 9<br>3/14  | <b>Spring Break</b>                                      |                                 |  |
| 3/16            | <b>Spring Break</b>                                      |                                 |  |
| Week 9<br>3/21  | Cont.  | Book 1, pp 369-end              | Answer questions on Moodle   |
| 3/23            | Psychology   | Book 2, pp. 1-89                | Answer questions on Moodle   |
| Week 10<br>3/28 | Truth  | Book 2, pp. 89-151              | Answer questions on Moodle   |
| 3/30            | No Class   | Work on your projects and paper |  |
| 3/30-4/03       | American Philosophical Association Meeting<br>Westin, SF |                                 |  |
| Week 11         | Cont.  | Book 2, pp. 197-223             | Answer questions on Moodle   |

| DATE              | Discussion Topic  | Reading Assignment     | Assignment                         |
|-------------------|---|------------------------|------------------------------------|
| 4/04              |   |                        |                                    |
| 4/06              | Ethics and Value  | Book 2, pp. 223-272    | Answer questions on Moodle         |
| Week 12<br>4/11   | Cont.   | Book 2, pp. 272-302    | Answer questions on Moodle         |
| 4/13              | Cont.   | Book 2, pp. 302-328    | Answer questions on Moodle         |
| Week 13<br>4/18   | Cont.   | Book 2, pp. 328-355    | Answer questions on Moodle         |
| 4/20              | Experience and Philosophy   | Book 4, Chapter I- IV. | Answer questions on Moodle         |
| Week 16<br>4/25   | No class<br>Comp time for attending the Robo Games or Sonoma County Lego Robotics Competition |                        |                                    |
| Lab<br>4/27       | No class<br>Comp time for attending the Robo Games or Sonoma County Lego Robotics Competition |                        |                                    |
| Week 17<br>5/02   | Nature  | Book 4, Chapter V-VII. | Answer questions on Moodle         |
| 5/04              | Existence and Value   | Book 4, Chapter VIII-X | Answer questions on Moodle         |
| Week 18<br>5/09   | <b>Presentations!</b>   |                        |                                    |
| 5/11              | <b>Presentations!</b>   |                        | <b>Final Paper is due 5/11!!!!</b> |
| Finals<br>5/16-20 | <b>Final Exam</b>   | <b>Online</b>          |                                    |

#### *Other Information*

1. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the [Disabled Student Services](#) office in Salazar 1049, phone at 664-2677, for confidential assistance and accommodation authorization.
2. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please ask.
3. Incompletes will be granted only in extreme circumstances.
4. Missed exams, labs, quizzes or presentations will count as a zero grade for that section.
5. If you want to take this class pass/fail, register accordingly now. I will not sign pass/fail forms in mid-semester for students with a grade of B- or better. The University Registrar is adamant about not letting students switch to pass/fail or to drop after the deadlines have passed.
6. [Proper classroom behavior](#) is required at all times. No talking. No sleeping. No music. No using of cell phones. No reading of newspapers, magazines, comic books, etc.
7. [Cheating and plagiarism](#) will not be tolerated. Any student caught cheating or plagiarizing will automatically fail the course and may be brought up on charges before the University Honesty Committee.
8. Acts or threats of physical violence towards anyone in the class will result in the student's dismissal from the course.
9. Computers are encouraged but refrain from using them to play games, chat or any other activity that inhibits your ability to participate in class.

# Philosophy of Law

## Phil 375

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Professor: Joshua Glasgow, PhD

Office hours: M 12-1 and by appointment, Nichols 316

Contact email: [glasgojo@sonoma.edu](mailto:glasgojo@sonoma.edu)

Phone: 664-2841 (email is the best way to reach me)

### **Course Description**

In this course, we will examine three philosophically fundamental questions about the law, society, and morality. After some general discussion of when our liberties can be restricted by the law, we will ask about whether the law can limit our freedom or otherwise shape our choices for paternalistic reasons, with a particular focus on restricting the markets for prostitution and drugs. Next we will investigate the liberty to engage in offensive speech and its relation to harm, with a particular focus on pornography. Finally we will ask what, if anything, justifies punishing people for committing crimes. Outcomes for this course include a deeper understanding of these issues, improved critical thinking skills, and development of written and oral communication skills.

**Disabilities:** Please let me know if you have any disabilities that require accommodation. Disability Services for Students (DSS) provides assistance for students.

### **Required Readings**

- Readings on Moodle
- David Boonin, *The Problem of Punishment* (Cambridge UP, 2008)

### **General Expectations**

- *Don't plagiarize or otherwise cheat.* If you aren't sure what that means, please consult SSU's policy: [http://www.sonoma.edu/uaffairs/policies/cheating\\_plagiarism.htm](http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm). If you still aren't sure, please ask me. The short story is: don't try to pass off another's work as your own. **Plagiarizing will be taken to warrant an "F" for the course.**
- Please *be respectful* of your classmates and your instructor: don't text, don't read newspapers, do show up on time and remain engaged (and don't leave) as long as the class is in session, and so on. Our policy on laptops is that they will be allowed unless and until they start getting used for purposes other than class. If you want to learn more about how taking notes on a laptop might negatively impact learning, see here: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1078740](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1078740). Your phone should remain off during class.



**Note: there's a very good chance that you will find this class to be challenging or even difficult. But you will also learn a lot.**

### **Assignments & Grading**

- *Reading Quizzes.* Every day that we have readings, you will take a brief on-line quiz (on our Moodle page) to show that you have done the reading assigned for that day's class. Each quiz will close one hour before class begins. There will be 19 such quizzes; you will have your two lowest scores dropped from your overall score. 15% of final grade combined.
- *Three Essays.* You will write three essays. Two will be 1200-1500 words. The third will be longer, 1500-2000 words. You get to choose which essay you want to be the longer one. 20% of final grade each. Required for passing the class.
- *Service Learning Project.* Six hours of your time will be devoted to a service learning project with Recourse Mediation Services, a community organization dedicated to finding restorative justice alternatives to criminal punishment. Your assignment will be to carry out a defined task for Recourse and then provide a brief presentation about your task to the class and a written document to me. More specific requirements will be forthcoming. 15% of final grade.
- *Attendance, Class Participation, and fulfillment of the Respectfulness Expectation* are expected and monitored. This is worth 10% of your final grade. You will start with 70 points for this part of the course, where 100 is maximum. Any time that it is determined that you have fallen short of these expectations, you will lose points from the total; when you participate, your score will rise. (This item will, at the instructor's discretion, also be used to justify "bumping up" borderline overall grades. No other justification for improving final grades will be used.)

**Make-up Policy:** Missed work is excused only in the case of *serious* emergencies. Arrangements will be made for making up missed assignments in such cases.

### **Grading Scale:**

|    |        |    |       |    |       |   |              |
|----|--------|----|-------|----|-------|---|--------------|
| A  | 93-100 | B  | 83-86 | C  | 73-76 | D | 60-66        |
| A- | 90-92  | B- | 80-82 | C- | 70-72 | F | 59 and below |
| B+ | 87-89  | C+ | 77-79 | D+ | 67-69 |   |              |

Note: any work that is unclaimed for more than one semester after this class ends may be shredded.

Schedule (subject to change)

8/26 Introduction to the class

#### LIMITING LIBERTY WITH THE LAW

8/31 **Mill**, *On Liberty*, selections

9/2 **Ripstein**, "Beyond the Harm Principle"

9/7 No class: Labor Day

9/9 Class canceled: attend Peter Singer talk at Weill Hall tonight instead

#### PATERNALISM: COERCIVE AND LIBERTARIAN

9/14 **Dworkin**, "Paternalism" **Sunstein & Thaler**, "Libertarian Paternalism Is Not an Oxymoron"

9/16 **Hausman & Welch**, "Debate: To Nudge or Not to Nudge"

#### PATERNALISM, HARM, AND THE MARKETPLACE

9/21 **Husak**, "Four Points about Drug Decriminalization"

**Sher**, "On the Decriminalization of Drugs"

9/23 **de Marneffe**, "Against the Legalization of Heroin"

**Shapiro**, "Individual Rights, Drug Policy, and the Worst-Case Scenario"

#### PATERNALISM, HARM, AND THE MARKETPLACE

9/28 **Pateman**, "Defending Prostitution" **Schwartzbach**, "Contractarians and Feminists Debate Prostitution"

9/30 *Service Learning Day 1*

#### FREEDOM OF EXPRESSION

10/5 **Interlude**: Classical Jurisprudence

**Essay 1 Due**

10/7 **Feinberg**, "Limits to the Free Expression of Opinion"

**Streitfeld**, "Erase Records on Web" **Friedersdorf**, "Nothing to Hide" **Somaiya & Haughney**, "George Clooney...is Livid"

EXPRESSION AND PORNOGRAPHY

- 10/12 Selections from *The Colbert Report* **Feinberg**, “Offensive Nuisances” **Cohen v. California**  
**Village of Skokie v. The National Socialist Party of America**
- 10/14 **Longino**, “Pornography, Oppression, and Freedom: A Closer Look”  
**Wicclair**, “Feminism, Pornography, and Censorship”

EXPRESSION AND PORNOGRAPHY

- 10/19 **Scoccia**, “Can Liberals Support a Ban on Violent Pornography?”
- 10/21 **Eaton**, “A Sensible Antiporn Feminism”

PUNISHMENT

- 10/26 **Film: TBA ESSAY 2 DUE**
- 10/28 **Boonin**, *PP*, Chapter 1

PUNISHMENT

- 11/2 **Boonin**, *PP*, Chapter 2
- 11/4 **Boonin**, *PP*, Chapter 3, & **Kershnar**, “The Forfeiture Theory”

PUNISHMENT

- 11/9 Chapter 3, Continued
- 11/11 No Class: Veteran’s Day

PUNISHMENT

- 11/16 **Boonin**, *PP*, Chapter 4
- 11/18 **Glasgow**, “The Expressive Theory of Punishment Defended”

PUNISHMENT

- 11/23 *Service Learning Day 2*
- 11/25 No Class: Thanksgiving

PUNISHMENT

- 11/30 **Boonin**, *PP*, Chapter 5
- 12/2 **Boonin**, *PP*, Chapter 5

PUNISHMENT

- 12/7 **Essay 3 Due; Service Learning Day 3**
- 12/9 **Service Learning Due, Presentations**

**DETAILS ABOUT YOUR COURSE**

Phil 400, Tuesday and Thursday, 1-2:50 PM, IVES 45

**DETAILS ABOUT YOUR PROFESSOR**

**Office:** Nichols 318

**Phone:** 664-2739 (voice-mail available)

**E-mail:** [parkerg@sonoma.edu](mailto:parkerg@sonoma.edu) (best way to contact me)

**Office hours:** Tuesday and Thursday 9:00-9:50 AM

**REQUIRED TEXTS**

Wendell Berry, *Bringing It To The Table*, Counterpoint, 2009.

David Kaplan (ed.), *The Philosophy of Food*, University of California Press, 2012

Orion, *To Eat With Grace, An Orion Reader*, 2014.

Michael Pollan, *In Defense of Food*, Penguin, 2008.

Peter Singer, *The Ethics of What We Eat*, Rodale, 2006

**COURSE DESCRIPTION: PHILOSOPHICAL CONTENT**

As individuals and as a nation we make choices about food everyday. These choices are expressions of the values we hold. Sometimes the choices reflect an aesthetic value: the food is delicious or disgusting. Sometimes the choices reflect our moral values: judgments about whether the food is permitted or forbidden. Likewise, the choices might reflect cultural and religious values: the food is highly regarded or of low-status, our religion forbids it, etc. Sometimes the choices reflect pragmatic values: the food is within our price range, is good for our health, etc.

In this class we will focus on some of the values behind our food choices and food policy. In particular we will look at the arguments used to support these values.

This focus on the values of food choice and food policy will lead us to explore questions such as: Should we be vegetarians? Vegans? Should we eat only local, organic, sustainably produced food? Do we have a responsibility to know how our food is produced, the work conditions of those who produce it, and the harm it might have caused in these regards? Is there an aesthetics of food? Can food be an art form? Other

than providing us with necessary calories, what other valuable roles does food have for us as individuals and as a culture?

#### **COURSE OBJECTIVES: PHILOSOPHICAL AND OTHERWISE**

Senior Seminar is the Philosophy Department's capstone course for advanced Philosophy majors and minors. The course is intended to bring together the research, writing, and oral skills you have been developing as you have progressed through the philosophy major. We will consolidate these skills using the philosophical theme of food. There is also another dimension to Senior Seminar: "becoming a professional". The objectives and some of the assignments of this class reflect this.

The objectives of this particular Senior Seminar are several:

- To acquaint the student with the philosophical issues surrounding the topic of food
- To further develop the student's research, writing, oral presentation, and collaborative skills
- To prepare the student for life after the Philosophy Department at Sonoma State University

#### **GRADED ASSIGNMENTS MEETING COURSE OBJECTIVES**

The graded components to this class for every student:

- **A professional Oral Presentation** on a chosen topic in the philosophy of food. Students will be assessed on their research skills, presentation skills, listening skills during the presentation, and discussion skills *(25% of total grade)*
- **Research Poster Presentation with a partner** on some empirical aspect of food production (this preferably should lead to the topic for your Research Project and Paper, so plan carefully and with forethought). Students will be assessed on their organizational and collaborative skills *(25% of total grade)*
- **A Research Project** (see guidelines below) on a food issue that includes a field component. This project will culminate in a polished research paper. The research will be done with a partner and the paper will be done individually. Students will be assessed on their organizational skills, research and writing skills, and their professionalism *(25% of total grade)*
- **Preparation and Participation:** attendance, readiness for the day's work (reading and homework), and willingness to discuss in class (this involves talking, active listening, and respect for fellow seminar members) *(15% of total grade)*

- **Curriculum Vitae and Research on Future Possibilities** (10% of total grade). You will work on preparing your CV and researching job or graduate school possibilities (10% of total grade)

## **POLICIES**

Please pay special attention to the following class policies:

- **Late Work:** There will be no late work for this class please. If you know that you won't be able to turn in an assignment on a certain day then please turn it in early. I will not accept an assignment the next time class meets if you miss class when it was due. I do not accept electronic copies of assignments.
- **Attendance** is expected in this class. I will take attendance each time class meets. You will accrue negative points for every absence. Two excused absences are allowed—excuses have to be made via e-mail before or on the day of the missed class please. If you do miss class, it is entirely your responsibility to find out what happened in class and to make sure you are up to date with reading and assignments due the next time class meets.
- **Cheating:** Any form of cheating in this class will immediately result in the grade of "F" for the class. Among other things, cheating includes copying the work of others, allowing your work to be copied, or not doing your share in a collaborative project. To avoid plagiarism, please remember to provide adequate citations in your written work for quotations and paraphrasing another writer's ideas.
- **Disabilities:** If you are a student with a disability and you think you may require accommodations, please register with the campus office of Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to me before any accommodations can be made.
- **Electronic devices** such as Smart Phones and Laptops: I have an unlimited use policy. There is no need to hide your device in this class if you want to use it! Use this freedom as an opportunity to monitor and regulate your own use and to ask yourself if you are happy with the amount you use your device, if you are distracting yourself (or others) from making the most of the class, or if you are hindering your own development.

## THE RESEARCH PROJECT

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This is a research project that culminates in an essay. The research is to be completed with a partner, the paper is to be written individually.

Choose a local food industry, for example, wine, beef, dairy, poultry and eggs, olives, apples, processed foods from Amy's kitchen, Taylor Maid coffee, etc. Be sure to choose one that describes itself as something like "sustainable", "organic", "fair trade". Find out the facts about the industry: what exactly do they produce and sell, their methods of production and distribution, general management, market and advertising, their worker's policies, financial status, philosophy/values/goals, etc. Arrange interviews and onsite visits for your research component.

In conjunction with your research on this particular local enterprise do research on the empirical aspects of this industry in general; that is, on a national and global level (this information can come from your Research Poster but you might need to dig deeper).

Now it's time to write the Research Paper (about 6 pages). The paper is essentially an argumentative essay. First you should describe your empirical research in detail; both your local and national/global findings. Second, you should trace the moral consequences of your empirical findings. Finally, you should come to a conclusion about what you have researched; that is, you should have defended a thesis by the end of your paper. Please include a bibliography with your paper.

PHILOSOPHY PROSEMINAR:  
PHILOSOPHY OF ART  
Dr. Gillian Parker  
Fall 2015

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**DETAILS ABOUT YOUR COURSE**

Phil 202, Tuesday and Thursday, 1:00-2:50 PM, GMC 1058

**DETAILS ABOUT YOUR PROFESSOR**

*Office:* Nichols 318

*Phone:* 664-2739 (voice-mail available)

*E-mail:* [parkerg@sonoma.edu](mailto:parkerg@sonoma.edu) (best way to contact me)

*Office hours:* Tuesday and Thursday, 9:00-10:00 AM

**REQUIRED TEXT**

There is one required book for this class. Please purchase it immediately.

*Aesthetics: A Comprehensive Reader*, Steven M. Cahn and Aaron Meskin, Eds. (Blackwell, 2008)

**DESCRIPTION AND COURSE OBJECTIVES**

The Proseminar is intended for the Philosophy major or minor. It is both a skills and content based class. Ideally, having completed the Proseminar you should be better equipped to be a successful philosophy student here at Sonoma State University.

The objectives of this course are several:

- To acquaint the student with some of the literature in Aesthetics.
- To develop the student's research, writing, oral presentation, and group discussion skills.
- To develop the sense of being a cohort of philosophy students who work together collaboratively to further each individual's philosophical acumen.

**GRADED REQUIREMENTS**

There are three graded requirements for this class:

- Seminar style oral presentations and discussions on issues in Aesthetics based on assigned readings. Each student will be assessed on their presentation skills,



listening skills during the presentation, and discussion skills (See attached guidelines). *25% of total grade for presentation and participation in discussion*

- Reading and reflection quizzes beginning each class meeting. *25% of total grade*
- A research project on an artist, artwork, or movement of your choice. We will work towards this as the semester progresses. In order to accomplish the project, you will be asked to complete an annotated bibliography that will then inform a written essay that will then inform a multimedia presentation to the class. (See attached guidelines). *50% of total grade (spread over the various stages of the project)*

## POLICIES

Please pay special attention to the following class policies:

- **Late Work:** There will be no late work for this class please. If you know that you won't be able to turn in an assignment on a certain day then please turn it in early. I will not accept an assignment the next time class meets if you miss class when it was due. I do not accept electronic copies of assignments.
- **Attendance** is expected in this class. I will take attendance each time class meets. You will accrue negative points for every absence. Two excused absences are allowed—excuses have to be made via e-mail before or on the day of the missed class please. If you do miss class, it is entirely your responsibility to find out what happened in class and to make sure you are up to date with reading and assignments due the next time class meets. Please note that if you miss class you will also miss the quiz on that day—the missed points can't be made up.
- **Cheating:** Any form of cheating in this class will immediately result in the grade of "F" for the class. Among other things, cheating includes copying the work of others or allowing your work to be copied. To avoid plagiarism, please remember to provide adequate citations in your written work for quotations and paraphrasing another writer's ideas.
- **Disabilities:** If you are a student with a disability and you think you may require accommodations, please register with the campus office of Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to me before accommodations can be made.
- **Electronic devices:** Please do not use any kind during class. If you need to make a call or text please step outside class to do so.

## THE STRUCTURE OF A PROSEMINAR SEMINAR

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### *Presentation and Discussion Guidelines*

- The student responsible for the day's presentation, at minimum, will give a detailed overview of their reading material for that day. That is, the student will set out for the class the main ideas and arguments of the philosopher in a logical and coherent manner. *Detail and organization are absolutely crucial.*
- Other things that the presenter can do in order to better their presentation are: provide biographical and philosophical context for the philosopher and the material; use relevant quotes to illustrate points made; use visuals (e.g., a simple Powerpoint page or simple posterboard); present their own supported views on the material; and be ready to field discussion.
- The seminar will now be turned over to a free form discussion with the presenter being the chief moderator. All students are expected to join in the discussion during this time. General willingness to participate, good listening skills, and respect for others will be recognized (in your grade).
- Any student may at an appropriate time change the direction of the discussion with a new question or idea.
- The Prof's role is to guide the discussion when she thinks that philosophical ideas need more clarification; when more philosophical depth needs to be reached (in which case she might ask a question herself); or, when the direction of the discussion is no longer going anywhere. Her role is also to enable all students to participate.
- A few minutes before the end of class period the Prof will give a brief verbal evaluation of the seminar that day: presentation, questions, and discussion. Students are invited to ask the Prof how she thought they did as members of the seminar that day.

*The purpose of this project is to give you the chance to develop your original philosophical thoughts on an artist, work, genre, or movement in art ("art" is used broadly here to include painting, music, dance, film, etc.). This project includes a research, a written, and a presentation component.*

- Your first task is to zero in on a philosophical question in the arts about which you are passionate. *(Report in class on topic September 22nd or 29th)*
- Your second task is to begin your research; this, with a view to completing an annotated bibliography of about 10-15 entries. Choose your favorite formatting style and stick with it. (Use the same style when it comes to writing your essay, including your "Works Cited"). *(Annotated bibliography due October 22nd)*
- Your third task is to write your essay (upper limit of ten pages, lower limit of seven pages). The page limit *does not* include any visuals you might want to (and are encouraged to) include with the essay. *(Essay due November 12th)*
- The essay must propose and support an original thesis. The support for the thesis will come from ideas synthesized from your preliminary research (see annotated bibliography above). The use of real examples is key in any essay in aesthetics. You should also consider objections to your thesis and try your best to answer them.
- Your essay should be properly formatted, have a title, have page numbers, and have an attached "Works Cited" (as compared to an annotated bibliography).
- Finally, you should turn your essay into a multi-media presentation for the rest of the class at the end of the semester. You can begin thinking of how you would like to do this as you begin to research and write your essay. There are no limitations on what you might do here. Be creative. *(Presentations in the final exam period: Thursday Dec. 17, 2:00-3:50 PM )*

## Senior Seminar: Future Philosophy and Future Philosophers

Phil 400: 4 units

*Spring 2015*



Figure 1. generation v 400 By francis anderson

John P. Sullins, PhD.

Your instructor has taught critical thinking and logic for over a decade. His subject of study is the philosophy of robotics, technology, and cognitive science.

Email: [john.sullins@sonoma.edu](mailto:john.sullins@sonoma.edu) or Moodle

Office Phone: 707-664-2277

Course Web Page: Moodle

Course Login ID:

Office Hours: TTh 1-1:50, and by appt, Nichols Hall - Room 363b

### I Overview

Future Philosophy, Future Philosophers

In this course we will be exploring our future in terms of what that future holds for philosophy, what philosophy can say about the future, and what kinds of philosophers are needed to meet these challenges. Additionally, the students will self reflect with the goal of finding their place as professional philosophers by discovering opportunities that they might be interested in pursuing. This will all be done in the context of exploring emerging technologies such as robotics, social media, pervasive surveillance technologies, nanotechnology, and artificial life synthesis.

This class is the culminating course in the philosophy major at Sonoma State University. The goal is for the student to synthesize what he/she has learned and begin to make plans on how to implement the skills and concepts learned towards the next steps in their vocation. The student will leave the course with the following:

- An online Portfolio containing the following
  1. A completed writing sample for use graduate or employment applications.
  2. A completed Curriculum Vitae or Resume
  3. A presentation suitable for presenting at a conference
- Experience in attending a professional conference
- A full understanding of the career options available for those with experience in philosophy

### II Required Texts

None, readings will be found by the students.

### III Grading

Final grades are final except when a calculation error has been made. This is official university policy and I cannot change it. I rarely allow incompletes, and you cannot take any test or quiz over. A missed quiz or exam will be a "0" grade unless prior arrangements are made.

- (a) Class participation 25%: Students will be expected to participate in class. This grade will be based on the quality and quantity of each student's discussions of the readings, and their sharing of insights, questions, and opinions with the other people in the class. This will count as 5 % of the student's grade. The student will also lead the class on a discussion on a paper that they have found for the class to read. This will count as 5% of the student's grade. Conference participation is worth 15%
- (b) Deliverables 45%: There will be three documents produced by each student. A Resume or Curriculum Vitae that will count for 10% of the grade. A PowerPoint presentation that will be shown to the class and the file delivered to the instructor, this will count for 20% of the grade. And a writing sample that will meet the highest standards, which will count for 15% of the grade. There will be postings and discussions on Moodle, together they will count as 10% of the student's grade. All work will be turned in on Moodle.
- (c) Online portfolio 20%: Each student will create an online portfolio. One example might be Foliospaces (<https://www.foliospaces.org/>) but there are others. This portfolio will contain all of the deliverables outlined in (b) above as well as sample work from every philosophy course you have taken and will track your growth as a philosopher and thinker over the course of the last few years. Detailed instructions will be handed out in class. This will count for 20% of the student's grade.
- (d) Portfolio Review 10%: At the end of the semester we will hold a public review of the portfolios the students have created. Your professors and other student colleagues from the philosophy department will attend this event as well as any interested parties from the campus at large. More details will be given in class before the event. This will count as 10% of the student's grade.

### *Grading Scale*

As = 89% and above  
Bs = 79 - 88%  
Cs = 69 - 78%  
Ds = 59 - 68%  
F = less than 59

### *Campus Resources*

There are a number of campus resources available to enhance your studies. The Library has numerous workshops directed at finding research articles and presenting your ideas (<http://library.sonoma.edu/research/workshops.html>). This is a video of the basic library training (<http://library/sonoma.edu/orientation/>). There is also a good video on finding scholarly articles (<http://reference.sonoma.edu/channel/>). SSU also operates a Career Services office (<http://www.sonoma.edu/sas/crc/>). Finally, I encourage you to form study groups, those students that do consistently do better than students who try to go it alone.

## IV Reading Schedule

| DATE           | Lecture Topic  | Reading Assignment  | Assignment  |
|----------------|--|---|---|
| Week 1<br>1/19 | No class MLK holiday   | Philosophy Will be the Key to Unlocking Artificial Intelligence<br><a href="http://www.theguardian.com/science/2012/oct/03/philosophy-artificial-intelligence">http://www.theguardian.com/science/2012/oct/03/philosophy-artificial-intelligence</a>  | All assignments due 2 hours before the next meeting unless noted otherwise<br><br>Explore ePortfolio on <a href="https://www.foliospaces.org/">https://www.foliospaces.org/</a> |
| 1/22           | Introduction, review syllabus.<br>Philosophy and AI                                    | Philosophy and the future:<br><a href="http://www.philoagora.com/content/view/98/146/">http://www.philoagora.com/content/view/98/146/</a>   | Answer questions on Moodle  |
| Week 2<br>1/26 | Philosophy and the future  | Nick Bostrom<br><a href="http://www.nickbostrom.com/">http://www.nickbostrom.com/</a><br>Prediction, explanation and the epistemology of future studies by Paul Dragos Aligica<br><a href="http://www.sciencedirect.com/science/article/pii/S0016328703000673">http://www.sciencedirect.com/science/article/pii/S0016328703000673</a> | Answer questions on Moodle  |
| 1/28           | Philosophers of the future   | The Future of Humanity<br><a href="http://www.nickbostrom.com/papers/future.pdf">http://www.nickbostrom.com/papers/future.pdf</a>   | Answer questions on Moodle  |
| Week 3<br>2/02 | Resume Workshop--<br>Class meets at <b>Career Services</b> ,<br>The future of Humanity | Allen, C., Smit, I., & Wallach, W. (2005). Artificial morality: Top-down, bottom-up, and hybrid approaches. Ethics and Information Technology, 7, 149-155.  | Answer questions on Moodle  |
| 2/04           | Artificial Morality  | Asaro, P. M. (2006). What should we want from a robot ethic? International Review of Information Ethics, 6, 9-16.   | Answer questions on Moodle  |
| Week 4<br>2/09 | RoboEthics   | Sullins, J. P. (2006). When is a robot a moral agent? International Review of Information Ethics, 6, 23-30.   | Answer questions on Moodle  |
| 2/11           | Student led session  |   |   |
| Week 5<br>2/16 | Moral Agency   | Asaro, P. M. (2007). Robots and responsibility from a legal perspective. Proceedings of the IEEE Conference on Robotics and Automation, Workshop on Roboethics.   | <b>CV draft due</b><br>Answer questions on Moodle   |
| 2/18           | Student led session  |   |   |
| Week 6<br>2/23 | Robots and Responsibility  |   |   |
| 2/25           | Student led session  |   |   |

| DATE               | Lecture Topic   | Reading Assignment  | Assignment                               |
|--------------------|---|---|--|
| Week 7<br>3/02     | No class  | Work on your paper<br>Solum, L. B. (1992). Legal personhood for artificial intelligences. North Carolina Law Review, 70, 1231-1287    | Answer questions on Moodle               |
| 3/04               | Student led session   |   |  |
| Week 8<br>3/09     | AI Personhood   | .   | <b>Writing sample abstract draft due</b> |
| 3/11               | Writing workshop  | <b>Bring draft to class!!!!</b>   |  |
| Week 9<br>3/16     | <b>Spring Break</b>   |   |  |
|                    | <b>Spring Break</b>   |   |  |
| Week 12<br>3/23    | Student led session   |   | <b>Writing sample first draft due</b>    |
| 3/25               | Student led session   |   |  |
| Week 11<br>4/1-4/5 | American Philosophical Association Meeting, Vancouver, British Columbia                   | <a href="http://www.apaonline.org/events/event_details.asp?id=322900">http://www.apaonline.org/events/event_details.asp?id=322900</a> |  |
| 4/3-5              | RoboGames 2013, Fri-Sun, Apr 3-5, 2013 in San Mateo, CA.                                  | <a href="http://robogames.net/index.php">http://robogames.net/index.php</a>   |  |
| Week 13<br>4/06    | Student led session   |   | <b>CV Final Draft Due</b>                |
| 4/08               | Student led session   |   |  |
| 4/11               | CPP Undergraduate Phil Conference. Cal Poly Pomona  | <a href="https://www.facebook.com/events/1408508659441936/">https://www.facebook.com/events/1408508659441936/</a>                     |  |
| Week 14<br>4/13    | Student led session   |   |  |
| 4/15               | Student led session<br>No class   |   |  |
| Week 15<br>4/20    | No class<br>Comp time for attending APA conference or the Robo Games or CPP UG conference |   |  |
|                    | Comp time for attending APA conference or the Robo Games or CPP UG conference             |   | <b>Writing sample final draft due</b>    |
| Week 16<br>4/27    | Student led session   | Informal portfolio review   | <b>Online Portfolio due</b>              |
|                    | Student led session   | Informal portfolio review   |  |
| 5/4                | Portfolio   |   |  |

| DATE              | Lecture Topic | Reading Assignment | Assignment                        |
|-------------------|---------------|--------------------|-----------------------------------|
|                   | Presentations |                    |                                   |
| Finals<br>5/11-15 |               |                    | <b>Everything is due 5/13!!!!</b> |

*Other Information*

1. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the [Disabled Student Services](#) office in Salazar 1049, phone at 664-2677, for confidential assistance and accommodation authorization.
2. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please ask.
3. Incompletes will be granted only in extreme circumstances.
4. Missed exams, labs, quizzes or presentations will count as a zero grade for that section.
5. If you want to take this class pass/fail, register accordingly now. I will not sign pass/fail forms in mid-semester for students with a grade of B- or better. The University Registrar is adamant about not letting students switch to pass/fail or to drop after the deadlines have passed.
6. [Proper classroom behavior](#) is required at all times. No talking. No sleeping. No music. No using of cell phones. No reading of newspapers, magazines, comic books, etc.
7. [Cheating and plagiarism](#) will not be tolerated. Any student caught cheating or plagiarizing will automatically fail the course and may be brought up on charges before the University Honesty Committee.
8. Acts or threats of physical violence towards anyone in the class will result in the student's dismissal from the course.
9. Computers are encouraged but refrain from using them to play games, chat or any other activity that inhibits your ability to participate in class.



**APPENDIX FOUR**  
**Faculty Curriculum Vitae**

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# JOSHUA GLASGOW

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## ACADEMIC APPOINTMENTS

|              |  |
|--------------|--|
| 2014-present | <i>Assistant Professor</i> , Philosophy Department   |
| 2012-present | <i>Director</i> , Center for Ethics, Law, and Society  |
| 2009-2014    | <i>Lecturer</i> , Philosophy Department<br><b>Sonoma State University</b>  |
| 2008-2009    | <i>Visiting Associate Professor</i> , Department of Philosophy<br><b>University of California, Berkeley</b>            |
| 2007-2009    | <i>Senior Lecturer</i> , with confirmation (= Tenured Associate Professor),<br>Philosophy Program                      |
| 2005-2006    | <i>Lecturer</i> (= Tenure-track Assistant Professor), Philosophy Program<br><b>Victoria University of Wellington</b>   |
| 2004-2005    | <i>Adjunct</i> (= <i>Visiting</i> ) <i>Assistant Professor</i> , Department of Philosophy<br><b>Occidental College</b> |
| 2001-2004    | <i>Lecturer</i> , Philosophy and Religious Studies Department<br><b>California State University, Bakersfield</b>       |

## EDUCATION

|           |  |
|-----------|--|
| 2001      | Ph.D., philosophy, University of Memphis               |
| 1996-1997 | Ph.D. program in philosophy, University of Kentucky    |
| 1995      | B.A., philosophy, University of California, Santa Cruz |

## AREAS OF SPECIALIZATION

- Moral, Political, and Legal Philosophy  
Focus on Kantian ethics, philosophy of race, philosophy of law, and contemporary moral theory

## AREAS OF COMPETENCE

- History of Ethics, Kant, Modern Philosophy

NOTE: PER THE "RTP SUGGESTIONS FOR CANDIDATES," HIGHLIGHTED ITEMS ARE THOSE ADDED OR CONTINUED SINCE MY LAST RTP FILE WAS SUBMITTED IN JANUARY 2015

## TEACHING

### LOWER-DIVISION COURSES

- *Law and Technology Confront an Unethical World: A Humanities Learning Community*, co-taught (SSU)
- *Forum in Ethics, Law, and Society* (SSU)
- *Race, Racism, Law, and Society* (SSU)
- *Critical Thinking* (SSU)
- *Philosophical Issues: Free Will and Responsibility* (SSU)
- *Introduction to Philosophy* (independently and co-taught) (VUW, Occidental, CSUB)
- *Contemporary Moral Problems* (independently and co-taught) (VUW, Memphis)
- *What It Means to Be A Person* (Occidental)
- *Introduction to Modern Philosophy (Values and the Modern World)* (Memphis)
- *Media and the Arts* (co-taught) (VUW)
- *Introductory Logic* (CSUB, Memphis)

### UPPER-DIVISION COURSES

- *Philosophy of Law* (SSU, Occidental)
- *Ethics and Values: Justice and Power* (SSU)
- *Ethics* (UC Berkeley, Memphis)
- *Contemporary Ethical Issues* (UC Berkeley)
- *Ethics, Values, and Multiculturalism* (SSU)
- *Kant's Ethics* (CSUB)
- *Metaethics* (co-taught) (VUW)
- *Philosophy of Race* (VUW, Occidental, CSUB)
- *Political Philosophy* (SSU, VUW, CSUB)
- *Global Justice* (Occidental)
- *Marx, Marxism, and Post-Marxism* (CSUB)
- *History of Western Philosophy: 19<sup>th</sup> and Early 20<sup>th</sup> c. Philosophy* (CSUB)

### GRADUATE (HONS.) COURSES

- *Korsgaard's Sources of Normativity* (VUW)
- *Metaethics* (co-taught; cross-listed, upper division) (VUW)
- *Philosophy of Race* (cross-listed, upper division) (VUW)
- *The New Biology of Race* (VUW)

## RECENT SUPERVISION

2016 Spring, Pre-Law and Applied Ethics Internship, Chris Scyphers, Superior Court of Sonoma County

2015 Fall, Research Assistant, Lab for Advanced Ethics Research, Jespir Ragbotra, The Equality Project

2015 Fall, Pre-Law and Applied Ethics Internship, Dylan Silva, Law Offices of Neumiller & Beardslee

2015 Fall, Pre-Law and Applied Ethics Internship, Emily Hinton, Committee on the Shelterless

2015 Fall, Pre-Law and Applied Ethics Internship, Heather Franco, Sonoma County Public Defender

2015 Fall, Pre-Law and Applied Ethics Internship, Betha Jiza, Sonoma County Superior Court

2015 Fall, Pre-Law and Applied Ethics Internship, Audrina Sablan, Center for Ethics, Law, and Society

2015 Spring, McNair Scholar Project, Kagemuro Jeremiah, Colonialism, Imperialism, and Modern Slavery

2015 Spring, Independent Research, Lab for Advanced Ethics Research, Kant's Ethics Project, Bobby Vitatoe

2015 Spring, Independent Research, Lab for Advanced Ethics Research, Kant's Ethics Project, Katherine Merrell

2015 Spring, Independent Research, Lab for Advanced Ethics Research, Kant's Ethics Project, Gina Santoni

2015 Spring, Independent Research, Lab for Advanced Ethics Research, Kant's Ethics Project, Nick Nickolin

2015 Spring, Independent Research, Lab for Advanced Ethics Research, Kant's Ethics Project, Ashley Gnos

2015 Spring, Independent Research, Lab for Advanced Ethics Research, Kant's Ethics Project, Ryan Dykstra

2015 Spring, Pre-Law and Applied Ethics Internship, A.J. Guerrero, Sonoma County Superior Court

2015 Spring, Pre-Law and Applied Ethics Internship, Kendall Running, Law firm project on housing law

2015 Spring, Pre-Law and Applied Ethics Internship, Luv Gupta, Sonoma County Superior Court

2014 Pre-Law and Applied Ethics Internship, Gina Santoni, Center for Ethics, Law, and Society

2014 Pre-Law and Applied Ethics Internship, Juliana Morcate, Sonoma County Superior Court

2014 Pre-Law and Applied Ethics Internship, Vivian Jeremiah, Verity

2014 Pre-Law and Applied Ethics Internship, Jespir Ragbotra, Recourse Mediation  
 2014 Pre-Law and Applied Ethics Internship, Nik Froehner, Center for Ethics, Law, and Society  
 2014 Pre-Law and Applied Ethics Internship, Ryan Pedvin, Homeward Bound of Marin  
 2014 Pre-Law and Applied Ethics Internship, Annalyse Butler, Recourse Mediation  
 2014 Pre-Law and Applied Ethics Internship, Bobby Vitatoe, Recourse Mediation  
 2014 Independent Study (B.A.), Ryan Pedvin, Race  
 2014 Independent Study (B.A.), Dan Lyman. Race  
 2014 Independent Study (B.A.), Chris Nelson, Race  
 2013 Pre-Law and Applied Ethics Internship, Dan Lyman, Sonoma County Public Defender  
 2013 Independent Study (B.A.), Bron Anderson, Race  
 2013 Pre-Law and Applied Ethics Internship, Anthony Roselli, Johnston Thomas Law Firm  
 2012 Pre-Law and Applied Ethics Internship, Sam Guthrie, Center for Ethics, Law, and Society  
 2011 Pre-Law and Applied Ethics Internship, Margaret Mullane, Sonoma County Taskforce for the Homeless  
 2011 Pre-Law and Applied Ethics Internship, Ruby Ponce, Recourse Mediation  
 2011 Pre-Law and Applied Ethics Internship, Scott Judy, Recourse Mediation  
 2011 Pre-Law and Applied Ethics Internship, Randy Palliwoda, Recourse Mediation  
 2009 Summer Research Opportunity Project Advisor (undergraduate), Jon Ortega, The Reality of Race (Berkeley)  
 2009 Ph.D. Level Independent Study, Annabel Chang, Patriotism (Berkeley)  
 2008 Ph.D. Level Independent Study, Annabel Chang, Rule-Consequentialism (Berkeley)  
 2008 Primary Supervisor, Honors Year Paper, The Unity of the Formulations of Kant's Categorical Imperative, Joanna Baber (VUW)  
 2007 Primary Supervisor, Honors Year Paper, Biology of Race, Bruce Abraham (VUW)  
 2007 Primary Supervisor, Honors Year Paper, Political Philosophy, Marcel Zentveld-Wale (VUW)  
 2006 Secondary Supervisor, M.A. Thesis, "The Problem of Moral Demands," Vanessa Schouten (VUW) (currently PhD student, Princeton)  
 2006 Primary Supervisor, Honors Year Paper, Virtue Ethics, Lucas Kengmana (VUW)

# RESEARCH

## PUBLICATIONS

### BOOKS

- 1) *Four Views on Race*, a debate-style monograph, co-authored with Sally Haslanger (M.I.T.), Chike Jeffers (Dalhousie), and Quayshawn Spencer (Penn), Oxford University Press, under contract and in preparation
  - My contribution will be two large essays, totaling around 20,000-30,000 words
- 2) *A Theory of Race* (Routledge, 2009), monograph

### ARTICLES AND BOOK CHAPTERS

- 1) "Basic Racial Realism," with Jonathan Woodward, *Journal of the American Philosophical Association*, vol. 1, issue 3 (2015), 449-466
- 2) "The Expressivist Theory of Punishment Defended," *Law and Philosophy* 34 (2015), 601-631
- 3) "The Shape of a Life and the Value of Loss and Gain," *Philosophical Studies*, vol. 162 (2013), 665-682
  - Winner of the 2014 American Philosophical Association's Routledge, Taylor & Francis Prize
- 4) "Does Direct Moral Judgment Have a Phenomenal Essence?" *Journal of Moral Philosophy*, vol. 10 (2013), 52-69
- 5) "A Straightforward Analysis of Terrorism," *Public Affairs Quarterly*, vol. 25 (2011), 181-196
- 6) "Another Look at the Reality of Race, by which I Mean *Race<sub>f</sub>*," in Allan Hazlett, ed., *New Waves in Metaphysics* (Palgrave Macmillan, 2010), 54-71
- 7) "The End of Historical Constructivism: Circularity, Redundancy, Indeterminacy," *The Monist* vol. 92 (2010), 321-335
- 8) "Is Ordinary Race-Thinking Biological or Social, and Does It Matter for Racism?" with Julie Shulman, *Journal of Social Philosophy*, vol. 41 (2010), 244-259
- 9) "Racism as Disrespect," *Ethics*, vol. 120 (2009), 64-93
- 10) "Defense of a Four-Part Theory: Replies to Hardimon, Haslanger, Mallon, and Zack," *Symposia on Race, Gender, and Philosophy*, vol. 5, no. 2 (Fall 2009), 1-18
- 11) "The Ordinary Conception of Race in the United States and Its Relation to Racial Attitudes: A New Approach," with Julie Shulman and Enrique Covarrubias, *Journal of Cognition and Culture*, vol. 9 (2009), 15-38
- 12) "Is Kantian Ethics Self-Refuting? A Reply to Millgram," *Journal of Ethics and Social Philosophy*, September 2008, 1-5

- 13) "On the Methodology of the Race Debate: Conceptual Analysis and Racial Discourse," *Philosophy and Phenomenological Research*, vol. 76 (March 2008), 333-358
- 14) "Three Things Realist Constructionism about Race—or Anything Else—Can Do," *Journal of Social Philosophy*, vol. 38 (Winter 2007), 554-568
- 15) "Kant's Conception of Humanity," *Journal of the History of Philosophy*, vol. 45 (April 2007), 291-308
- 16) "Hi-Fi Aesthetics," *The Journal of Aesthetics and Art Criticism*, vol. 65 (Spring 2007), 163-174
- 17) "A Third Way in the Race Debate," *The Journal of Political Philosophy*, vol. 14 (June 2006), 163-185
- 18) "On the New Biology of Race," *The Journal of Philosophy*, vol. 100 (Sept. 2003), 456-474
- 19) "Kant's Principle of Universal Law," in Mark Timmons, ed., *Conduct and Character* (5<sup>th</sup> ed.) (Belmont, CA: Thomson Wadsworth, 2006): 126-139
  - Reprinted in David Ohreen, Ed., *An Introduction to Philosophy: Knowledge, God, Mind, and Morality* (Nelson Education, 2009)
- 20) "The Impossibility of Superdupervenience," with Michael Lynch, *Philosophical Studies*, vol. 113 (April 2003), 201-221
- 21) "Expanding the Limits of Universalization: Kant's Duties and Kantian Moral Deliberation," *Canadian Journal of Philosophy*, vol. 33 (March 2003), 23-48
- 22) "Kant's Non-Prudential Duty of Beneficence," in Volker Gerhardt, Rolf-Peter Horstmann, and Ralph Schumacher, eds., *Kant und die Berliner Aufklärung: Akten des IX. Internationalen Kant-Kongresses* (Walter de Gruyter, 2001), Bd. III, 211-219

## REVIEW ESSAY

- 1) "The Meaning and Wrongness of Discrimination," *Criminal Justice Ethics* vol. 34 (2015), 116-129. Review of Kasper Lippert-Rasmussen, *Born Free and Equal?* (Oxford University Press, 2014)

## BOOK REVIEWS AND BOOK NOTES

- 1) Albert Atkins, *The Philosophy of Race* (Acumen, 2012), *Australasian Journal of Philosophy* 91 (2013), 799-801
- 2) Graham Oddie, *Value, Reality, and Desire* (Oxford University Press, 2005), *Australasian Journal of Philosophy* 84 (Dec. 2006), 631-634
- 3) Michael P. Levine and Tamas Pataki, eds., *Racism in Mind* (Cornell University Press, 2004), *Australasian Journal of Philosophy* 84 (March 2006), 150-151
- 4) Robert A. Hinde, *Why Good Is Good: the Sources of Morality* (Routledge, 2002), *Ethics* 114 (July 2005), 856-857

- 5) Jamie Mayerfield, *Suffering and Moral Responsibility* (Oxford University Press, 1999),  
*International Studies in Philosophy* 35, no. 4 (2004), 363

## PRESENTATIONS

\* *Invited*

\*\* *Invited Conference Keynote*

### "Basic Racial Realism"

- *PERSP Metaphysics Seminar, University of Barcelona (10/15)\**

### "What Is the Connection between Ancestry and Race?"

- *Gender, Race, and Sexuality Seminar, University of Barcelona (10/15)\**

### "Descriptivism and Race"

- *The Race Debates: From Philosophy to Biomedical Research, University of San Francisco (4/14)\**

### "Biological-trait Race without Biological Race"

- *Genomics and Philosophy of Race Conference, University of California Santa Cruz (4/14)\**

### "Alienation and Responsibility"

- *Implicit Bias Workshop, University of Sheffield (UK) (7/12)\**

### "Reference and 'Race'"

- *Conference on Gender, Race, and Sexuality, Barcelona, Spain (6/12)\*\**

### "The Ins and Outs of Asymmetrical Category Protection: Comments on Blum"

- *Colloquium on Discrimination Law, University of Toronto Law School (9/11)\**

### "Another Look at the Reality of Race, by which I Mean Race,"

- *M.I.T. (4/10)\**
- *American Philosophical Association, Pacific Division (4/09)\**
- *Victoria University of Wellington (5/08)\**

### "Racism as Disrespect"

- *Bay Area Forum for Law and Ethics (BAFFLE) (10/08)*

### "Recent Psychological Data and the Ordinary Conception of Race," co-authored with Julie Shulman

- *"New Perspectives in Race Theory" Conference, Univ. of San Francisco (4/08)\**

### "Three Things Constructionism about Race Can Do"

- *American Philosophical Association, Eastern Division (12/06)*

### "How Kantian Ethics is not Self-Refuting"

- *University of Otago (10/06)\**
- *Victoria University of Wellington (8/06)\**

### "Two Arguments for Kant's Formula of Humanity"

- *North American Kant Society, Pacific Study Group (11/04)*

### "Kant's Conception of Humanity"

- *"Kantian Ethics" Conference, The Values Institute, University of San Diego (1/03)*

### "Is Race Real?"



- *California State University, Northridge* (11/02)\*
- “Should ‘In God We Trust’ be the City’s Motto?”
  - *Kegley Institute of Ethics panel* (4/02)\*
- “The Impossibility of Superdupervenience,” co-authored with Michael Lynch
  - *Southern Society for Philosophy and Psychology*, presented by M. Lynch (3/02)
- “The Coherence of Value-Based Deontology”
  - *Mid-South Philosophy Conference* (2/02)
- “Making Room for Universalization in Kant’s Arguments for Duties to Oneself”
  - *American Philosophical Association, Pacific Division* (3/01)
- “Kant and the Question of European Expansion”
  - *American Philosophical Association, Central Division* (4/00)
- “Kant’s Non-Prudential Duty of Beneficence”
  - *IX International Kant Congress* (3/00)
  - *American Philosophical Association, Pacific Division* (4/99)
  - *Tennessee Philosophical Association* (11/98)

## RESEARCH IN PROGRESS: ARTICLES AND CHAPTERS

- “A Metatheory of Race”
  - To be published by invitation in the *Oxford Handbook of Philosophy and Race* (Oxford University Press), ed. Naomi Zack. Manuscript completed, 5,800 words.
- “Alienation and Responsibility”
  - To be published by invitation in *Implicit Bias and Philosophy* (Oxford University Press), ed. Michael Brownstein and Jennifer Saul. Manuscript completed, 12,300 words.
- “Descriptivism and Race”
  - To be published by invitation in *The Race Debates* (Oxford University Press), ed. Quayshawn Spencer. Manuscript completed, 8,600 words.
- “How Our Cosmic Significance is More or Less Guaranteed” article manuscript
  - Under submission, *Ergo* (a highly regarded, competitive, peer-reviewed general philosophy journal). Manuscript completed, 5,100 words.
- “What is the Connection between Race and Ancestry?” article manuscript
  - Fully drafted, undergoing revisions, presently 8,200 words.
- “Conceptual Revolution,” article manuscript
  - 75% drafted, undergoing revisions, presently 6,800 words.
- “The Value of Death,” article manuscript
  - 90% drafted, undergoing revisions, presently 4,000 words.

## SERVICE

- 2015      Member, Selection Committee, American Philosophical Association Routledge, Taylor & Francis Prize
- 2015-      Member, SSU Jewish Studies Program Advisory Committee

|            |   |
|------------|---|
| 2014-      | SSU Academic Senate, Arts and Humanities Senator  |
| 2014-      | Faculty Advisor to Student Club, Sonoma Freedom Project   |
| 2014-      | Faculty Advisor to Student Club, SSU Women of Philosophy, Ethics, and Pre-Law   |
| 2014-      | Pre-Law and Applied Ethics Advisor, SSU Philosophy Dept.  |
| 2012-      | Director, SSU Center for Ethics, Law, and Society   |
| 2013-2015  | SSU Campus Meetings and Catering Committee  |
| 2014-2015  | Member, Genomics and Philosophy of Race Research Cluster  |
| 2014       | SSU Humanities Council of Department Chairs, Semester-long Philosophy Dept. Proxy   |
| 2012-2014  | Curriculum Committee, SSU College of Arts and Humanities  |
| 2007, 2008 | Participant, Bay Area Forum for Law and Ethics (BAFFLE)   |
| 2006       | Conference Organizer, Australasian Association of Philosophy, New Zealand Division  |
| 2005       | Invited 'Participant at Large,' Moral Phenomenology Workshop, University of Arizona   |
| 2004-      | Contributor to, and Founding Co-Editor (2004-2013) of PEA Soup, a blog dedicated to Philosophy, Ethics, and Academia (on the Web at <a href="http://peasoup.typepad.com/">http://peasoup.typepad.com/</a> ) |
| 2003-2004  | Faculty Advisor, CSUB Philosophy and Religious Studies Club   |
| 2003-2004  | Legislative Relations Representative, California Faculty Association, CSUB Chapter  |
| 2002-2004  | Lecturer Representative, California Faculty Association, CSUB Philosophy and Religious Studies Department   |
| 2002       | Bibliographer, <i>Kant's <u>Metaphysics of Morals</u>: Interpretive Essays</i> , ed. Mark Timmons (Oxford University Press, 2002)   |
| 2002       | Panel organizer, Kegley Institute of Ethics: "Should Our City's Motto be 'In God We Trust?'"  |
| 1998—      | Occasional Referee  |

#### Journals

*Australasian Journal of Philosophy* (2005, 2007, 2007, 2008, 2012, 2013, 2013) • *Biology and Philosophy* (2005) • *British Journal for the Philosophy of Science* (2007) • *Canadian Journal of Philosophy* (2006) • *Critical Philosophy of Race* (2013, 2013) • *Ergo* (2014, 2015) • *Erkenntnis* (2010) • *Ethics* (2009) • *Ethics and Politics Review* (2006) • *Inquiry* (2006) • *Journal of the American Philosophical Association* (2015) • *Journal of the History of Philosophy* (2007) • *The Journal of Political Philosophy* (2005, 2014) • *Journal of Social Philosophy* (2008, 2012) • *Millennium: An International Journal of Politics* (1998) • *Mind* (2009, 2014, 2014) • *The Monist* (2009) • *Pacific Philosophical Quarterly* (2010) • *Philosophers' Imprint* (2007) • *Philosophical Quarterly* (2007) • *Philosophical Studies* (2010) • *Philosophy Compass* (2014) • *Social Theory and Practice* (2009, 2009) • *The Southern Journal of Philosophy* (2003) • *Synthese* (2013)

#### Book Publishers

Acumen (2009) • Blackwell Publishing (2004) • Longman  
Publishers/Pearson Longman (2005) • Oxford University Press (2010, 2011,  
2014, 2015, 2015)

Research Grants

Social Sciences and Humanities Research Council of Canada (2011)

Conferences

Implicit Bias and Philosophy International Research Project (2013)

## SELECT GRANTS AND PRIZES

|         |  |
|---------|--|
| 2015-16 | \$14,000 grant, for the “Big Ethics and Law Lecture.” Green Music Center Academic Integration Grant (SSU). Peter Singer lecture (730 attendees) and satellite events.                      |
| 2015-16 | \$2145 grant, for pre-law and applied ethics events and activities related to the Center for Ethics, Law, and Society. Instructionally Related Activities (SSU).                           |
| 2015    | \$2600 grant, for “Race and the Philosophy of Language.” Research, Scholarship, and Creative Activity Program Summer Fellowship (SSU). For two of the above research projects in progress. |
| 2014-15 | \$2145 grant, for pre-law and applied ethics events and activities related to the Center for Ethics, Law, and Society. Instructionally Related Activities (SSU).                           |
| 2014    | \$1000 prize, for “The Shape of a Life and the Value of Loss and Gain.” Winner, American Philosophical Association (APA) Routledge, Taylor & Francis Prize.                                |
| 2013    | \$5000 grant, for “A Digital Guide for Multi-Disciplinary Critical Thinking.” School of Arts & Humanities (SSU) Teaching Innovation Grant, with John Sullins.                              |

Josh Glasgow continues to have interest in a variety of topics related to race, law, political philosophy, and ethics and value theory. Work in progress includes:

“A Metatheory of Race”

- To be published by invitation in the *Oxford Handbook of Philosophy and Race* (Oxford University Press), ed. Naomi Zack. Manuscript completed, 5,800 words.

“Alienation and Responsibility”

- To be published by invitation in *Implicit Bias and Philosophy* (Oxford University Press), ed. Michael Brownstein and Jennifer Saul. Manuscript completed, 12,300 words.

“Descriptivism and Race”

- To be published by invitation in *The Race Debates* (Oxford University Press), ed. Quayshawn Spencer. Manuscript completed, 8,600 words.

“How Our Cosmic Significance is More or Less Guaranteed” article manuscript

- Manuscript completed, 5,100 words. To be presented at April, 2016 American Philosophical Association, Pacific Division meeting.

“What is the Connection between Race and Ancestry?” article manuscript

- Fully drafted, undergoing revisions, presently 8,200 words.

“Conceptual Revolution,” article manuscript

- 75% drafted, undergoing revisions, presently 6,800 words.

“The Value of Death,” article manuscript

- 90% drafted, undergoing revisions, presently 4,000 words.

*Four Views on Race*, a debate-style monograph, co-authored with Sally Haslanger (M.I.T.), Chike Jeffers (Dalhousie), and Quayshawn Spencer (Penn), Oxford University Press, under contract and in preparation. My contribution will be two large essays, totaling around 30,000 words.

# Law and Technology Confront an Unethical World: A Learning Community

*Fall 2015*

Joshua Glasgow, Ph.D.

Works in moral philosophy, political philosophy, and philosophy of law

[glasgojo@sonoma.edu](mailto:glasgojo@sonoma.edu)

707-664-3280 (email is best)

Office: Nichols 316

Office hours: M 12-1 and by appt.

John P. Sullins, PhD.

Has taught critical thinking and logic for over a decade. His subject of study is the philosophy of robotics, technology, and cognitive science.

Email: [john.sullins@sonoma.edu](mailto:john.sullins@sonoma.edu)

Office Phone: 707-664-2277 (email is best)

Office: Nichols Hall

Office hours: W 3-5, and by appt.

**Peer Mentors:** Jillian Benvenuti, [benvenuj@seawolf.sonoma.edu](mailto:benvenuj@seawolf.sonoma.edu); Susanah Littlewood, [littlewo@sonoma.edu](mailto:littlewo@sonoma.edu); Lauren Smith, [smitlaur@seawolf.sonoma.edu](mailto:smitlaur@seawolf.sonoma.edu).

## I Overview

Welcome to the Humanities learning Community, *Law and Technology Confront an Unethical World*. This is a yearlong course where you will participate in an academic community designed to inspire you into a possible career involving philosophy, law, and ethics as well as provide you with vital skills in critical thinking, argumentation, and logic that are necessary for your success at the university and in any career you may choose.

The first semester is designed to teach you to think critically and to begin confronting issues in ethics, technology, and law. These skills are vital to your success both academically and in your professional life. The second semester is adapted from "Race, Racism, Law, and Society" (PHIL 275). This course covers theoretical, practical, and legal issues surrounding race and racism. The specific topics we will discuss on this front include: what counts as 'racist,' the limits of tolerating cultural differences, whether race-thinking makes sense, and the nature of racial identities like *white* or *Latino*.

This class satisfies the A3 General Education requirement. A3 Communication and Critical Thinking, is designed to provide students with the level of writing, analytical and speaking proficiency appropriate for a university education. Towards this end we will focus on the following learning objectives:

- ⑩ Identifying arguments and the use of logic in language, definition of argument, deduction, induction and validity
- ⑩ Categorical Logic and formal fallacies

- ⑩ Truth Functional (Propositional) Logic
- ⑩ Logic and science
- ⑩ Philosophical Issues in Logic
- ⑩ On-line and in class discussions of issues in logic and current events
- ⑩ In class debate

This class also satisfies the C3 G.E. requirement, Comparative Perspectives (or Foreign Languages, not covered here). Here are our C3 learning objectives:

- ⑩ “Demonstrate understanding of diverse cultures through their cultural expressions such as languages, literatures, performance, and arts.” Our course will include substantial readings from and about people of multiple backgrounds, concerning the bases of cultural and racial identities.
- ⑩ “Demonstrate cultural and/or linguistic competency through the study of diverse cultures and ethnicities.” This course will confront how different groups experience race and racism.
- ⑩ “Engage in critical cross-cultural analysis in order to better understand one’s own culture in relation to other cultures.” This course will focus on comparing how a variety of cultures understand their own identities (such as being white or being Latino) and their own experiences regarding race and racism.
- ⑩ “Demonstrate verbal and non-verbal skills in persuasive oral arguments, written assignments and presentations.” This course will include persuasive essays, oral presentation, and debates.

## II Required Texts

Selected readings on the course Moodle page (abbreviated “M” below)

Textbook (abbreviated “T” below)

Books:

Text 1 Patrick Hurley, A concise Introduction to Logic, 11th edition, published by Cengage. ISBN: 11 78-0-8400-3417-5. This book is required

- ⑩ This textbook was selected because it is one of the best logic primers available in print. It also has a number of online functions we will be able to use to make learning the subject easier. Textbook available at Northlight Bookstore across from the campus.

Online Course Management System: Moodle, please access this site through your seawolf account.

Note: no student will receive a grade for this course unless that student has filled in their user information and uploaded a picture of themselves to the server. (We need this to facilitate accurate grading)

Online Homework System: Aplia ([www.aplia.com](http://www.aplia.com)) each student must register for this program and pay online. There is a grace period which ends after a week or two once you register. All homework and some quizzes and tests will be done on this system. You will need this code to register: Course Key: 8VR2-S9HG-NP4C. Full instructions for registering on Aplia can be found on the course Moodle site and [here](#).

## III Grading

Final grades are final except when a calculation error has been made. This is official university policy and we cannot change it. We rarely allow incompletes, except in the case of serious emergencies,

and you may not make up any assignment, barring serious emergency. A missed assignment will be a "0" grade unless prior arrangements are made.

**(a) In order to get a passing grade in the course, you must satisfy all requirements related to your Peer Mentor.** This includes various extra-curricular activities. If scheduling conflicts prevent you from attending those specific events, you must work with your peer mentor to identify an alternate event prior to the event you miss. **Among the extra-curricular activities are going to two on-campus events like lectures.** We particularly recommend the events put on by the Center for Ethics, Law, and Society. For a list of events <http://www.sonoma.edu/philosophy/cels/events/> You may not double-count the Singer lecture on 9/9—you must go to two events, in addition to that one.

**(b) Class participation and satisfaction of the Respectfulness Expectation below:** Students will be expected to participate in class. This grade will be based on the quality and quantity of each student's discussions of the readings, and their sharing of insights, questions, and opinions with the other people in the class. This will count as 10% of the student's grade.

**(c) Quizzes and homework:** There will be periodic quizzes and homework assignments assigned in this course to test the student's grasp of the material. Some quizzes and homework will be turned in online on Aplia. Moreover, starting on Oct. 15, for every lecture that has a new reading, you will take a short on-line quiz (on Moodle), where you indicate that you have done the reading. 20% of the student's grade combined.

**(d) Examinations:** There will be **two** exams. They will consist of fill-in, multiple choice, short and long answer questions taken from the readings and classroom discussions. Each exam will count for 25% of the student's grade. Exam 2 will be divided into two parts; Part A is worth 10% of the Exam 2 grade; Part B is worth 90%.

⑩ Extra credit! You will get *3 points* extra credit on the second exam if, no later than the first exam, you upload your picture to Moodle. (This is to help your instructors learn your name!) And you can get *5 points* extra credit on the same (second) exam if, no later than Part B of the second exam, you "Like" the SSU Center for Ethics, Law, and Society on Facebook *and* post a substantive comment on one of the posts there this semester.

**(e) Debate:** There will be instructions on the formal debate distributed in class. The students will receive a grade based on their individual performance in the debate as well as their ability to work on a team. The debate will count as 20% of the student's grade.

#### *Grading Scale*

As = 89% and above

Bs = 79 - 88%

Cs = 69 - 78%

Ds = 59 - 68%

F = less than 59

#### *Campus Resources*

There are a number of campus resources available to enhance your study of critical thinking and logic. The instructor will provide you with the names and contact information for peer mentors/tutors who have volunteered to help you with homework and comprehension. Additionally, the University operates a [tutor center](#) (Salazar Hall 1040), where you can get free tutoring in logic. The instructor also holds weekly office hours, (see above for times and dates) and you are invited to

come and discuss your class work. Finally, you are encouraged to form study groups; those students that do consistently do better than students who try to go it alone.

#### *Other Information*

1. If you have a disabling condition that may substantially limit your ability to participate in this class, please contact the [Disabled Student Services](#) office in Salazar 1049, phone at 664-2677, for confidential assistance and accommodation authorization.
  2. If you have any questions about the course requirements, concerns about the class, or questions about the readings, please ask.
  3. Incompletes will be granted only in extreme circumstances.
  4. Missed exams, labs, quizzes or presentations will count as a zero grade for that section.
  5. If you want to take this class pass/fail, register accordingly now. We will not sign pass/fail forms in mid-semester for students with a grade of B- or better. The University Registrar is adamant about not letting students switch to pass/fail or to drop after the deadlines have passed.
  6. Respectfulness expectation: [Proper classroom behavior](#) is required at all times. No talking outside of the main class discussion. No sleeping. No music. No using cell phones. No reading newspapers, magazines, comic books, etc.
  7. *Don't plagiarize or otherwise cheat.* If you aren't sure what that means, please consult SSU's policy: [http://www.sonoma.edu/uaffairs/policies/cheating\\_plagiarism.htm](http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm). If you still aren't sure, please ask. The short story is: don't try to pass off another's work as your own.  
**Plagiarizing will be taken to warrant an "F" for the course.**
  8. Acts or threats of physical violence towards anyone in the class will result in the student's dismissal from the course.
  9. Computers may not be used during class, unless otherwise indicated for specific meetings. If you want to learn more about how taking notes on a laptop might negatively impact learning, see here: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1078740](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1078740)
- Note: *there's a very good chance that you will find this class to be challenging or even difficult. But you will also learn a lot.***
- Note: any work that is unclaimed for more than one semester after this class ends may be shredded.

#### **IV Class Schedule**

8/25

Introduction

Peer Mentor Activities

Text 2, Ch 1

Following

Section

What is Logic and Critical thinking?

Critical Thinking Pre-test.

Text 1, Ch 1.1

Aplia

[The Singer Solution To World Poverty](#)

[Singer and Arthur on Famine, Affluence, and Morality](#)



CT 1

9/2

The Origins of Logic, Science and Technology

Singer argument analysis

Text 2, Ch 1

Text 2, Ch 2

Diagram one of Peter Singer's short arguments

Following Section

No Section Meeting (Labor Day). Time diverted to Peer Mentor Activities

CT 2

9/9

Arguments in Everyday Life

NOTE: We will not meet in class today. Class will meet at the:

PETER SINGER TALK, WEILL HALL, 6:30 PM

Following Section

Arguments, Premises and Conclusions

Peter Singer debriefing.

Text 1, Ch 1.2

Aplia

CT 3

9/16

Technical Arguments and explanations

Criticisms of Singer's arguments by John Arthur.

Text 2, Ch3

Text 2, Ch 4

Mini Poster, pro or con Singer's argument

Following Section

Recognizing technical arguments and explanations

Text 1, Ch 1.3 & 1.4

Aplia

CT 4

9/23

Mini Poster Session

Following

Section

Analogical Reasoning

Text 1, Ch 9.1

Aplia Homework and

Quiz 1

CT 5

9/30

Informal Fallacies

Text 1, Ch 3

Aplia

Following Section  
Moral and Legal reasoning  
Text 1, Ch 9.2-3  
Aplia  
CT 6  
10/7

**Review**  
Aplia Quiz 2  
Following Section

**No class**  
**Exam 1 held on Aplia**  
***Transition!***

### ***Sullins - Glasgow Swap***

***From critical thinking  
to ethics & technology***

10/14  
Animal Ethics  
Singer (M)  
McMahan (M)  
Regan (M)  
Following  
Section

Animal Ethics  
*The Cove*

10/21  
Animal Ethics  
Steinbock (M)  
Cohen (M)  
Norcross (M)

Following  
Section  
*Extended Peer Mentor Time*  
10/28

Animal Ethics  
*Blackfish*  
Following Section  
Abortion  
Thomson (M)  
English (M)  
11/4  
Abortion

Warren (M)

Marquis (M)

Following Section

Genetic Enhancement

*Gattaca*

11/11

No Class: Veteran's Day

Following Section

No Class: Veteran's Day

11/18

Genetic Enhancement

Sandel (M)

Kamm (M)

Following Section

Genetic Enhancement

*Debate topic selection day*

Debate Prep

Savulescu (M)

11/25

No class: Thanksgiving

11/25 Section

No class: Thanksgiving

11/30

***All sections***

Debate prep: debate teams meet independently

12/2

Exam Review

Following Section

**Debates**

12/9

Lecture

**Exam 2**

**Dr. GILLIAN PARKER**  
**Department of Philosophy**  
**Sonoma State University**  
**Rohnert Park, CA 94928**

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## **EMPLOYMENT**

Associate Professor of Philosophy. Department of Philosophy, Sonoma State University. 2001 to present

Assistant Professor of Philosophy. Department of Philosophy, Sonoma State University. 1995-2001. (1996 on research leave, Berlin, Germany)

Visiting Assistant Professor. Department of Philosophy, University of Cincinnati, Cincinnati. OH, 1993-1995

Associate Instructor. Department of Philosophy, Indiana University, Bloomington, IN. 1987-1995

## **EDUCATION**

Ph.D. Philosophy. October 1994, Indiana University Bloomington, IN.

Major: Metaphysics and Epistemology. Distinction.

Minor: History of Philosophy. Distinction.

Outside Minor: Literary Theory

Ph.D. Dissertation *An Aesthetic Theory for Metaphor. How to Avoid Beating a Good Metaphor to Death* (Dr. Michael L. Morgan, Director)

M.A. Philosophy. January 1989, Indiana University Bloomington, IN.

B.A. Hons Philosophy and Politics. July 1986, University of Manchester, United Kingdom

**LANGUAGES** French (Intermediate), Italian and Spanish (Basic)

**AREAS OF SPECIALIZATION** Environmental Philosophy and Aesthetics

## **Competence** Topics in Applied Ethics and Philosophy of Language and Literature

### **RESEARCH AND SCHOLARSHIP**

#### **Manuscripts**

Unpublished book manuscript, *An Aesthetic Theory for Metaphor*

2000. Invited review of *Art in the Social Order. The Making of the Modern Conception of Art*. Preben Mortensen (Albany, N.Y.: SUNY Press, 1997), in *Journal of Aesthetics and Art Criticism* (Vol. 58, 2000)

2000. Invited review of *Aesthetics*, eds. Susan Feagin and Patrick Maynard (Oxford: Oxford University Press, 1997) for *The Journal of Aesthetics and Art Criticism*

Unpublished paper manuscript, "Poetic Metaphor, Science, and Romanticism"

1998. Peer reviewed critical essay, "Philosophy of Metaphor: Science or Poetry?" An essay on *Knowledge and Language: Vol III, Metaphor and Knowledge*, eds. F. R. Ankersmit and J.J.A. Mooij (Kluwer: 1993), *The Poetics of Mind*, Raymond Gibbs (Cambridge: 1994), and other recent works on metaphor. *Minds and Machines*, J. Fetzer (Ed.), Vol 8, #3

1998. "Rebuttal to Gibbs." A response to Raymond Gibbs, "Cognitive Science Meets Metaphysics and Metaphor," (Parker's "Philosophy of Metaphor: Science or Poetry?"). *Minds and Machines*, J. Fetzer (Ed.), Vol 8, #3

1995. Invited review of *Knowledge Representation and Metaphor: Studies in Cognitive Systems*, E.C. Way. (Kluwer: 1991), *Minds and Machines*, J. Fetzer (Ed.), Vol 5, #2

#### **Presentations and Conferences**

2014-2015 Fall and Spring. Sonoma State University Campus Community.  
Sophomore Year Creative Research Experience, Time Capsule 1848:

"*The Communist Manifesto* in Context: The Textile Industry in Lancashire in the late 1700s and early 1800s"

“Marx and Engels on Alienation and Exploitation: A Further Look”

“The Legacy of *The Communist Manifesto*”

2015-2016 Fall and Spring. Sonoma State University Campus Community. Sophomore Year Creative Research Experience, Time Capsule 1960s:

“Postmodernism and Aesthetics: A Look at the 1960s”

“Thomas Kuhn’s *The Structure of Scientific Revolutions* and the Revolutionary 60s”

2000. Paper on “The Right Environmental Aesthetic: Case Study Sonoma County,” Conference on Environmental Aesthetics, Utah State, Logan, UT, 8-10 October, 2000

1998. Organizer and paper referee for the Society for Women in Philosophy (SWIP), Pacific Division Meeting

1998. Commentary on “Iseminger’s Literary Intentionalism and an Alternative,” Tom Leddy, CSU, San Jose, at the American Society for Aesthetics, Pacific Division, Asilomar, CA, 1-3 April, 1998

1997. “Poetic Metaphor and Images,” (commentary by Patricia Herzog, Brandeis University), at the American Society for Aesthetics, Annual Meeting, Santa Fe. NM, 29 Oct-1 Nov, 1997

1997. Commentary paper on “Voice Appropriation: A Defense,” Jim Young. American Society for Aesthetics, Pacific Division, Asilomar, CA, 2-4 April, 1997

1997, November. Attendance at Society for Women in Philosophy, Pacific Division Meeting, San Diego, CA

1997, March. Chair of session, “Kierkegaard and Nietzsche in Dialogue,” at the American Philosophical Association, Pacific Division Meetings, Berkeley, CA

1995, November. Attendance at Society for Women in Philosophy, Pacific Division Meeting, San Francisco, CA

1995, April. Conference Paper, "Metaphors and Images: A Sketch for a Theory," (commentary by Eva F. Kittay, SUNY, Stony Brook), American Philosophical Association, Central Division Meetings, Chicago, IL

1993, November. Colloquium paper, "Metaphor: It's All in the Imagination," Colloquium Series, Department of Philosophy, University of Cincinnati, Cincinnati, OH

### **ACADEMIC AWARDS AND DISTINCTIONS**

2003. Sabbatical Research Award, Sonoma State University, Rohnert Park, CA.  
Research in Environmental Aesthetics

1998. Research, Scholarship and Creative Activity Program (RSCAP), Summer Fellowship

1993. Research Fellowship, College of Arts and Science, Indiana University, Bloomington, Indiana

1991. Graduate Academic Excellence Award in Philosophy, Department of Philosophy, Indiana University, Bloomington, Indiana

1991. Oscar Ewing Essay Prize in Philosophy, Department of Philosophy, Indiana University, Bloomington, Indiana. For essay: "The Apollonian and Dionysian in Nietzsche's *The Birth of Tragedy*"

1991-1993. International Student Scholarships, Office of International Services, Indiana University, Bloomington, Indiana

1987-1991. Fee Scholarships, Department of Philosophy, Indiana University, Bloomington, Indiana

1986-1987. British Academy Fellowship for Postgraduate research in Philosophy

### **TEACHING EXPERIENCE**

Courses Taught, Department of Philosophy, Sonoma State University:

Critical Thinking, Introduction to Philosophy, Proseminar, Great Thinkers: Hobbes to Kant, Epistemology, Philosophy of Literature, Philosophical Movements: 18<sup>th</sup> Century

French Philosophy, Applied Ethics: Environmental Ethics and Bioethics, Senior Seminar: Aesthetics, Philosophy of Food

### Teaching Commendations

1994. Excellence in Teaching commendation, Dean of School of Arts and Sciences, University of Cincinnati, Cincinnati, OH

1988. Outstanding Teaching Award, National Honor Society: Blue Key, Golden Key and Mortar Board, Indiana University, Bloomington, Indiana

### **UNIVERSITY SERVICE**

2014-2015. Chair of Tenure Track Hiring Committee, Department of Philosophy, Sonoma State University, Rohnert Park, CA

2014 & 2015. Chair of Retention, Tenure, and Promotion Committee, for Dr. Josh Glasgow, Department of Philosophy, Sonoma State University

2011-2014. Department Chair, Department of Philosophy, Sonoma State University. (Member of HCDC and A&H Curriculum Committee 2011-2014)

2011-2014. Chair of Center for Ethics, Law, and Society, Sonoma State University

2004. Member of A&H Hiring Committee for A&H and NAMS Endowed Chair, , Sonoma State University

2002-2005. Department Chair, Department of Philosophy, Sonoma State University. (Member of HCDC and A&H Curriculum Committee 2002-2005)

2002. Chair of the Philosophy Department's R.T.P. committee, and member of the R.T.P. committee for the English Department, Sonoma State University

2002. Faculty Mentor for Freshman Interest Group (FIG). Focus on the environment. Sonoma State University

1999-2002. A&H representative on the Academic Senate, Sonoma State University



1999. Faculty representatives on the University hiring committee for the new Director of Public Safety, Sonoma State University

1998-1999. Faculty Advisor for University Honors Society Alpha Lambda, Sonoma State University

1997-1998. Hiring Committee for two new tenure-track hires. Department of Philosophy, Sonoma State University

1997-2001. Member of Academic Freedom subcommittee of FSAC, Sonoma State University

1997-2000. Faculty Advisor for Healthy Living Option subcommittee, Sonoma State University

1997. Member of Senate Task Force on SIP/CETI, CSU technology initiative, Sonoma State University

1996-1998. A&H representative on university Health and Wellness Committee, Sonoma State University

1995. Member of Advisory Board for the Women Artists and Writers Archive, Sonoma State University

### **PROFESSIONAL AND COMMUNITY SERVICE**

2003. Peer review of Allen Carlson and Arnold Berleant's Proposal for *The Aesthetics of Natural and Human Environments*, Broadview Press, 2004

2002. Member of workshop on sustainability run by Sustainable Sonoma County in conjunction with the North West Earth Institute, Sonoma County, CA

2000. Seminar organizer for Russian River Environmental Forum, Sonoma County, CA

1998. Organizer and paper referee for SWIP, Pacific Division meetings, held at Sonoma State University

1998. Peer review of *How Philosophy Works* for Mayfield Publishers

1997. Chair of panel session, "Kierkegaard and Nietzsche in Dialogue", at APA, Pacific Division Meetings, Berkeley, CA

1996-1997. Referee for papers submitted for the American Society of Aesthetics, Pacific Division Meetings, Asilomar, CA

1991. Editorial Assistant for *Classics of Moral and Political Theory*, ed. Michael Morgan, Hackett Publishers, Indianapolis, IN

1989-1991. Copy editor for *Nous* journal of Philosophy. Current publishers Wiley-Blackwell

#### Community Service

2013-2015. President of Tahuichi F.C., low income competitive soccer club targeting first generation youth at risk

1998-2005. Board member of *Coastwalk*. State-wide environmental organizational working in conjunction with California Coastal Conservancy and California Coastal Commission

# JOHN P. SULLINS

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john.sullins@sonoma.edu | sonoma.academia.edu/John Sullins

## EDUCATION

Binghamton University  
**Ph.D in Philosophy, Computers and Cognitive Science** 2002

Dissertation, *Beyond Our Biology: a Computational Study of Ethics and Morality*  
Advisor: Dr. Andrew Light (Director Center for Global Ethics, George Mason University, Senior Fellow, Center for American Progress)

San José State University  
**MA Philosophy** 1996  
Thesis, *Artificial Life: Life-form, Simulation or Simulacrum*

San José State University  
**B.S. Aeronautical Operations** 1989  
Minor in Anthropology

## AREAS OF SPECIALIZATION

ETHICS AND EMERGING TECHNOLOGIES, PHILOSOPHY OF COMPUTATION, PHILOSOPHY OF TECHNOLOGY

## AREAS OF COMPETENCE

PHILOSOPHY OF SCIENCE, PHILOSOPHY OF INFORMATION, LOGIC AND CRITICAL THINKING

## RECOGNITION AND AWARDS

**Herbert A. Simon Award for Outstanding Research in Computing and Philosophy** January 2011

Awarded by the International Association for Computers and Philosophy  
**Finalist for the World Technology Awards for Visionary Research in Ethics** January 2011

And inducted into the World Technology Network  
Awarded by the World Technology Network in association with TIME magazine, Fortune, CNN, Science/AAAS, and Technology Review

## CURRENT AND PAST POSITIONS

Sonoma State University, California  
**Professor-Philosophy** 2014-ongoing  
**Associate Professor-Philosophy** 2009-2014  
**Assistant Professor** 2003-2009

Binghamton University, New York

**Adjunct Instructor-Philosophy, Computers and Cognitive Science** 2002-2003

**Graduate Instructor-Philosophy Computers and Cognitive Science** 1999-2002

**Teaching Assistant-To Professor Eric Dietrich in "Methods of Reasoning"** 1997-1999

San Jose State University, California

**Adjunct Instructor-Philosophy** 1996-1997

**Graduate Instructor, Tutor, Guest Lecturer-Philosophy** 1995-1996

**Teaching Assistant-**

**To Dr. S. D. N. Cook in "Science, Technology and Human Values"** 1994-1995

Xerox Palo Alto Research Center (PARC)

**Research Assistant to Dr. S. D. N. Cook** January 1996 – January 1997

## PUBLICATIONS AND PAPERS

### BOOKS

*The Morality of Military Robotics*

Contracted with Springer Academic Press In preparation

*The AI Wars: Collected Papers tracing the AI debate*

Contracted with Bloomsbury Academic Press, Eric Dietrich, executive Editor, Bram Van Heuveln, Coeditor, Thomas Eskridge, Coeditor In preparation

### BOOK CHAPTERS

"Ethics Boards for Research in Robotics and Artificial Intelligence: is it too Soon to act?" In *Social Robotics: Boundaries, Potential, Challenges*, Marco Nørskov, (ed.), Ashgate.

2016

"Deception and Virtue in Robotic and Cyber Warfare," in *The Ethics of Information Warfare*, Luciano Floridi and Mariarosaria Taddeo (eds.), Springer

2014

"Roboethics and Telerobotic Weapons Systems," in *Philosophy and Engineering: Reflections on Practice, Principles and Process*, Dian P. Michelfelder, Natasha McCarthy, David E. Goldberg (eds.)

2013

"When is a Robot a Moral Agent?" reprinted in, *Morality and Moral Controversies: Readings in Moral, Social and Political Philosophy* (9th Edition), Steven Scalet (Ed.), Prentice Hall. Due November 25,

2012

"When is a Robot a Moral Agent?" in *Machine Ethics*, Michael Anderson and Susan L. Anderson (eds.), pp. 151-161, Cambridge University Press.

- Reprinted from an earlier publication with additional material added for this edition 2011
- "Rights and Computer Ethics, " in *The Cambridge Handbook of Information and Computer Ethics*, Luciano Floridi (ed.), pp. 116-132, Cambridge University Press. 2010
- "The Role of Artificial Moral Agency in Technoethics," in *The Handbook of Research on Technoethics*, Rocci Luppigini and Rebecca Adell, (eds.), pp. 205-221, IGI Global. 2008
- "Building The Perfect Companions: The Humane Design of Personal Robotics Technologies," in *Designing: from philosophy to ethics, from engineering to architecture*, Pieter E. Vermaas, Peter Kroes, Andrew Light, Steven A. Moore, (eds.), pp. 143-158, Springer Academic Press. 2008
- "Artificial Intelligence," entry in *Encyclopedia of Science, Technology, and Ethics*, Carl Mitcham (ed.), Cengage Learning. 2005
- "Building Simple Mechanical Minds: Using LEGO® Robots for Research and Teaching in Philosophy," in *Cyberphilosophy: The Intersection of Computing and Philosophy*, J. Moor and T. W. Bynum (eds.), pp. 104-117, Blackwell Publishing. This was reprinted from an earlier article. 2002

#### ACADEMIC JOURNALS AND PEER REVIEW WEBSITES

- "Ethical Trust in the Context of Robot-Assisted Surgery," APA Newsletter on Philosophy and Computers, Volume 14,1, Fall. 2014
- "[An Ethical Analysis of the Case for Robotic Weapons Arms Control](#)," in the proceedings for the 5<sup>th</sup> International Conference on Cyber Conflict, K. Podins, J. Stinissen, M. Maybaum (Eds.), NATO CCD COE Publications, Tallinn, Estonia 2013
- "[Robots, Love and Sex: The Ethics of Building a Love Machine](#)" in Affective Computing, IEEE Transactions on , vol.PP, no.99, pp.1, Sept, 2012
- "[Information Technology and Moral Values](#)," entry in the Stanford Online Encyclopedia of Philosophy, First published Tue Jun 12, 2012
- "Open Questions in Roboethics," in *Philosophy and Technology*, Luciano Floridi (ed.), John P. Sullins (Guest Ed.), pp. 233-238. Volume 24, Number 3/ September 2011
- "Ethical Proactive Threat Research, " by John Aycock and John Sullins, *Financial Cryptography and Data Security Lecture Notes in Computer Science*, Volume 6054/2010, 231-239, DOI: 10.1007/978-3-642-14992-4\_21 <http://www.springerlink.com/content/05t7653287066880/> 2010

- "RoboWarfare: can robots be more ethical than humans on the battlefield?" In *Ethics and Information Technology*, Volume 12, Issue 3, Page 263. 2010
- "Telerobotic weapons systems and the ethical conduct of war," *APA Newsletter on Philosophy and Computers*, winter, Peter Boltuc (ed.). 2009
- "So You Say You Want an Ontological Revolution," Invited Commentary on: Understanding Information Ethics by Luciano Floridi, *APA Newsletter on Philosophy and Computers*, Spring 2008
- "When Is a Robot a Moral Agent?" *International Review of Information Ethics*, (2006) 6: December 2006
- "Ethics and artificial life: From modeling to moral agents," *Ethics and Information Technology*, 7:139-148 2005
- "Fight! Robot Fight!" In the *International Journal of Technology, Knowledge and Society*, Volume 1, Issue 6, pp.75-84. Online peer review journal: <http://ijt.cgpubliher.com/> 2005
- "Building Simple Mechanical Minds: Using LEGO® Robots for Research and Teaching in Philosophy," in *Meta Philosophy*, January 2002
- "Knowing Life: Possible Solutions to the Practical Epistemological Limits in the Study of Artificial Life," in *the Journal of Experimental and Theoretical Artificial Intelligence*, 13 2001
- "Transcending the Meat: Immersive Technologies and Computer mediated bodies," in *The Journal of Experimental and Theoretical Artificial Intelligence*, December, pp. 13-22 2000
- "Gödel's Incompleteness Theorems and Artificial Life," in *Technology, Economic Development and Sustainability: Proceedings of the IXth Conference of the Society for Philosophy and Technology, Ludis Vitalis Journal of Philosophy of Life Sciences special issue*. Issue 2 1997

#### BOOK REVIEWS AND OTHER PUBLICATIONS

- Book review; "Mark A. Bedau and Emily C. Parke (eds): The Ethics of Protocells: Moral and Social Implications of Creating Life in the Laboratory (Basic Bioethics series)." In *Acta Biotheoretica*, Vol. 60, Nos. 1-2, June 2012
- Book Review; "Love and Sex with Robots," *Industrial Robotics* 2010
- "Interview with James Moor of Dartmouth," included in a special issue of *Computers and Society*, a journal of the Association of Computing Machinery, Fall 2009

|  |      |
|--|------|
| Conference Review; "CEPE 2007, a review," in <i>Computers and Society</i> , December   | 2007 |
| "Telerobotic weapons systems and the ethical conduct of war," in <i>Proceedings of the Seventh International Conference of Computer Ethics: Philosophical Enquiry (CEPE 2007)</i> , Hinman et al, (Eds). Center for Telematics and Information Technology, Enschede, The Netherlands   | 2007 |
| Conference Report; "AAAI Spring Symposium, Robots and Robot Venues: Resources for AI Education," In <i>Computers and Society</i> , June (2007)   | 2007 |
| "Using Robotic Competitions in Undergraduate Philosophy Courses: Studying the Mind through Simple Robotics," (March, 2007) in <i>Robots and Robot Venues: Resources for AI Education, papers from the AAAI Spring Symposium</i> , Technical Report SS-07-09, Douglas Blank, et al (Eds). AAAI Press, Menlo Park California                           | 2007 |
| "Redefining Life: the Ethical Impacts of Recent Developments in Artificial Life," in <i>Ethics of New Information Technology, Proceedings of the Sixth International Conference of Computer Ethics: Philosophical Enquiry (CEPE 2005)</i> , Center for Telematics and Information Technology (CTIT), Enschede, the Netherlands, ISSN 1574-0846, 2005 | 2005 |
| Book Review of "Robot: Mere Machine to Transcendent Mind" in <i>Computers and Society</i> , Volume 31 No.2 June  | 2001 |
| Book Review of "Hal's Legacy: 2001's Computer as Dream and Reality" in <i>Computers and Society</i> , Volume 31 No.2 June  | 2001 |
| Book Review of "Artificial Knowing: Gender and the Thinking Machine" in <i>Computers and Society</i> Volume 29 No.1 March  | 1999 |
| Book Review of "Technoscience Imaginaries" in <i>Computers and Society</i> Volume 28 No.3 September  | 1998 |

## CONFERENCE PRESENTATIONS AND PUBLIC LECTURES

|   |      |
|---|------|
| Invited Presentation, "Where International Humanitarian Law ends and Ethical Design Begins." The Transformation of war through information technology and its impact on the ethics and law of armed conflicts—the example of "drones," Zurich, Switzerland, 6-7, November | 2015 |
| Presented, "The Special Moral Concerns Posed by the Deployment of Robotic Weapons Systems." The Future of Just War Theory Conference, Monterey, California, 7-9, October  | 2015 |

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| Invited Presentation, "Embedded Ethics Design for Autonomous Vehicles." Autonomous Vehicles and Ethics: A Workshop, Stanford University, Palo Alto, California, 14-15 September  | 2015 |
| Presented "Finding the Path to Beneficial AI" CEPE-IACAP, University of Delaware, June 22-15,  | 2015 |
| Chair and Panelist, "Sex, Virtue, and Robots" CEPE-IACAP, University of Delaware, June 22-15   | 2015 |
| Invited Presentation, "Applied Ethics for the Reluctant Robotician" HRI (Human Robot Interaction) 10 <sup>th</sup> ACM/IEEE International Conference on Human-Robot Interaction, Portland Oregon, March 2-5,   | 2015 |
| Invited Presentation, "Challenges in Making Ethical Decisions Mediated by Information Technology." Technology-mediated tragic decisions in military, police and disaster management, October 21-22,  | 2014 |
| Invited Presentation, "Machine Morality Operationalized." Robo Philosophy, August 20-23,   | 2014 |
| Presented, "Ethics Boards for AI and Robotics." Moral, Ethical, and Legal Issues in Robotics, RSS (Robot Systems Science) workshop, UC Berkeley, July 12   | 2014 |
| Presented, "Case Study in Developing Malware Ethics Education." Cyber-Security Research Ethics Dialog & Strategy Workshop (CREDS II), at the 35th IEEE Symposium on Security and Privacy (IEEE S&P). San Jose, CA, May 17,                                 | 2014 |
| Invited Presentation, "Ethical Trust in Robotic Surgery." Machine Ethics in the Context of Medical and Care Agents (MEMCA) Workshop at AISB 50, Goldsmiths University, London, April 3-4,  | 2014 |
| Invited Keynote Presentation, "Humanity Out of the Loop: Autonomous Warfare and the Diminishing Role of Character." Austin J. Fagothy, SJ Philosophy Conference, 21 <sup>st</sup> Century Virtue: Cultivating Character with New technologies, January 11, | 2014 |
| Invited Presentation, " <a href="#">An Ethical Analysis of the Case for Robotic Weapons Arms Control</a> ," at CyCon (5th International Conference on Cyber Conflict), Tallinn Estonia, June   | 2013 |
| Invited presentation, "Transhuman Express: Are we ethically required to be transhumanists?" Karl Jaspers Society of North America Panel on Transhumanism, 87 <sup>th</sup> Annual Meeting of the American Philosophical Society Pacific Division, March,   | 2013 |



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| Invited presentation, "Deception and Virtue in Robotic and Cyber Warfare," for the 12 <sup>th</sup> Annual Philosophy Department Conference, San Jose State University, May 5,  | 2012 |
| Invited keynote presentation, "Ethics and Entrepreneurship in the Design of Information Technology," given to the Presidential Leadership Community, Honor Society of Pennsylvania State University, Hilton Fisherman's Wharf, San Francisco, March 7 | 2012 |
| Invited speaker, "The Ethics of Robotic Prison Guard Technologies," for the New Leaf Education Program, San Quentin Penitentiary, California, Dec 16  | 2011 |
| Panelist, " <a href="#">ROUNDTABLE:The Future of Health &amp; Medicine</a> ," at <i>The World Technology Summit</i> , 2011, Time & Life Building, New York, New York, October 25-26   | 2011 |
| Keynote presentation, "The Rise of the Roboethicists," for the <i>Bridging the robotics gap: bringing together ethicists and engineers workshop</i> , The University of Twente, the Netherlands, July 11-12   | 2011 |
| Keynote presentation, "The Next Steps in Roboethics," for the <i>International Association of Computing and Philosophy, first international conference</i> , Aarhus University Denmark, July 4-6  | 2011 |
| Invited presentation, "Deception and Virtue in Robotic and Cyber Warfare," at the <i>First International Workshop on Ethics of Informational Warfare</i> , University of Hertfordshire, July the 1st  | 2011 |
| Presented, "The Frenemy Within—An Information Ethics Justification for Cosecure Systems," at the <i>17th international conference of the Society for Philosophy and Technology-Technology and Security</i> , University of North Texas, May 26-29     | 2011 |
| Public Lecture, "Robots & Sex: Should We Build a Love Machine?" At Cal Poly San Louis Obispo, for the Ethics+Emerging Sciences Group, March 4   | 2011 |
| Public Lecture, "RoboEthics: Challenges in Engineering Ethical Machines," at the Engineering Colloquium Series, Sonoma State University, March 3  | 2011 |
| "Just Tell Me That You Love Me: The ethics of robot love," at the <i>8th European Conference on Computing and Philosophy, at the Technical University of Munich</i> , October 4th through 6th   | 2010 |
| "Warfare through Robotic Eyes," at the <i>Forum for Philosophy Engineering and Technology</i> , at the Colorado School of Mines, Golden Colorado, May 9-10th  | 2010 |

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| Invited presentation, "RoboWarfare, Is the world a better place when robots fight our wars for us?" Given at the San Diego Science Center for the Center for Ethics in Science and Technology, September 2   | 2009 |
| "Malware Ethics Panel," at the <i>Computer Ethics Philosophical Enquiry</i> , Conference in Corfu Greece, June 26-28. I organized the panel, chaired the session and presented some research on the teaching of malware at Sonoma State University | 2009 |
| "Telrobotic Weapons and Roboethics." Presented at <i>Roboethics Workshop</i> at the IEEE International Conference of Robotics and Automation 2009, Kobe Japan, May 12-17   | 2009 |
| Invited presentation and Panelist, "Are Ethics Computable," at the <i>North American Computers and Philosophy Conference</i> in Bloomington Indiana, July 10-12  | 2008 |
| "Are Second Lives Good Lives," at, <i>The Good Life in a Technological Age, multidisciplinary workshop</i> at the University of Twente, The Netherlands June 12-14   | 2008 |
| Co-presenter, "Supporting and Transforming Academic Milestones: Pachyderm-Enhanced Demonstrations in Education," at the 11th CSU Regional Symposium on University Teaching, Cal Poly Pomona, April 12  | 2008 |
| Invited presentation, "Intelligent Machines, Redefining the Moral interface," at the 3rd International High School Seminar Day Lycée International Franco-Américain, March 6   | 2008 |
| Co-presenter: "Difficult Dialogues, You Bet'cha: Navigating difficult dialogues in the SSU FYE program," <i>National FYE conference</i> , San Francisco, Feb 19  | 2008 |
| "Roboethics, or How to Survive the Rise of the Machines," at the Fall 2007 Computer Science Colloquium Nov 15,   | 2008 |
| Panelist for "Critical Thinking, Writing, Information Competence: Small Things You Can Do to Help Your Students," for SSU Professional Development Series, Dec 7   | 2007 |
| Invited Presentation: "Teaching Critical Thinking Across the Curriculum," for the Center for the Enhancement of Teaching and Learning at CSU Fresno, I gave two talks on Sept 26-27  | 2007 |
| "Telrobotic weapons systems and the ethical conduct of war," at the <i>Seventh International Conference of Computer Ethics: Philosophical Enquiry (CEPE 2007)</i> , University of San Diego, California, July 12-14                                | 2007 |

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| Invited Presentation: "Teaching Critical Thinking Across the Curriculum," for the Center for the Enhancement of Teaching and Learning at CSU Fresno, I gave two talks Spring  | 2007 |
| Poster presentation: Using Robotic Competitions in Undergraduate Philosophy Courses: Studying the Mind through Simple Robotics, in the Robots and Robot Venues in Education Track at the American Association of Artificial Intelligence Spring Symposium, Stanford University, March 27          | 2007 |
| "When is a Robot a Moral Agent?" At <i>North American Computing and Philosophy Conference</i> , during the special session on Robots and Ethics, August 10-12   | 2006 |
| Invited presentation, "Friends by Design: A Design Philosophy for Personal Robotics Technology," at San José State University Philosophy Colloquium, March 15   | 2006 |
| Invited presentation, "The Troubled Relationship between Computers and Ethics," at the fall 2005 Computer Science Colloquium, Sonoma State University, 10 November  | 2005 |
| Invited presentation, "Workshop: Lego Mindstorms as a Teaching Tool," at the <i>North American Computers and Philosophy (NACAP) conference</i> , Corvallis Oregon, August 4-6   | 2005 |
| "Building The Perfect Companions: The Humane Design of Personal Robotics Technologies," presented at the <i>14th biannual meeting of the Society for Philosophy and Technology</i> , Technical University at Delft, The Netherlands, July 20-22   | 2005 |
| "Redefining Life: the Ethical Impacts of Recent Developments in Artificial Life," presented at, the <i>Sixth International Conference of Computer Ethics: Philosophical Enquiry (CEPE 2005)</i> , University of Twente, Enschede, The Netherlands, July 17-19                                     | 2005 |
| Fight! Robot Fight! Presented at the first annual Technology, Knowledge and Society Conference, University of California, Berkeley, 18-20 February  | 2005 |
| Invited presentation: Beyond our Biology: Transcending the Human Through Home Robotics, given at the group meeting for the Society for Philosophy and Technology, held at the seventy ninth annual meeting of the American Philosophical Association Pacific Division, San Francisco, March 22-27 | 2005 |

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| Invited presentation, "The Unexamined Technology is not Worth Building: Incorporating ethics and philosophy into computer science and engineering curriculum," Computer Science Colloquium  | 2004 |
| "A Hit, A Palpable Hit: Mechanical Scoring and the Loss of the Art of Fencing," at the <i>SOCIETY FOR PHILOSOPHY AND TECHNOLOGY 13th Biennial International Conference</i> , Park City, Utah, 7-9 July  | 2003 |
| "Using Lego Robots to Teach Philosophy," at the <i>Computing and Philosophy Conference</i> , at Carnegie Mellon University, Pittsburgh, Pennsylvania, 10-11 August, 2000  | 2000 |
| Poster Presentation, "Knowing Life: Possible Solutions to the Practical Epistemological Limits in the Study of Artificial Life," for the <i>Seventh International Conference on Artificial Life</i> , Reed College, Portland, Oregon, 1-6 August                  | 2000 |
| "Knowing Life: Epistemological issues in Artificial Life," at the <i>Computing and Philosophy Conference</i> , at Carnegie Mellon University, Pittsburgh, Pennsylvania August   | 1999 |
| "Transcending the Meat: Immersive Technologies and Computer mediated bodies," at the <i>11th International Biennial Conference of the Society for Philosophy and Technology</i> , in San José, California July  | 1999 |
| "Synthetic Biology: The Technoscience of Artificial Life," at the <i>Twentieth World Congress of Philosophy: Philosophy Educating Humanity</i> , in Boston, Massachusetts, 10-16 August   | 1998 |
| "Why You Can't build a universe in your spare time: Gödel and Artificial Life," at <i>Tecnología, Desarrollo Económico Y Sustentabilidad: Society for Philosophy and Technology IX Conferencia Internacional</i> , in Puebla, México on October 30-31, November 1 | 1996 |
| "Will to Power in Architecture," <i>Conference on Philosophy, Interpretations and Culture</i> , Binghamton, New York, April 28-29   | 1995 |

## PROFESSIONAL SERVICE

|   |              |
|---|--------------|
| Founding Member and Executive Board Member of the Foundation for Responsible Robotics                               | 2015-ongoing |
| Chair, advisory committee, for the Center for Ethics, Law and Society, at Sonoma State University                   | 2012-ongoing |
| Served on program committee for the <i>Forum on Philosophy, Engineering, and Technology</i> , Beijing, 2-4 November | 2012         |

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|--|--------------|
| Treasurer for the International Association of Computing and Philosophy  | 2011-ongoing |
| Appointed as member of the American Philosophical Association committee for Computers and Philosophy   | 2011-ongoing |
| Co-Chaired (with Mark Coeckelbergh) the Information Ethics/ Robot Ethics track at the <i>International Association for Computers and Philosophy</i> , meeting in Arhus Denmark, July 4-6   | 2011         |
| Served on program committee for the <i>Forum on Philosophy, Engineering, and Technology</i> , 9-10 May 2010, Colorado School of Mines  | 2010         |
| Chaired and organized, Machine Ethics; authors meet critics, Panel presentation for the International Society for Computers and Philosophy group meeting at the American Philosophical Association Spring meeting, San Francisco, California, Friday April 2 | 2010         |
| Board Member of the International Association of Technoethics  | 2008         |
| Secretary and Treasurer for the Society for Philosophy and Technology  | 2005-ongoing |

## JOURNAL EDITING

|  |      |
|--|------|
| Guest Editor, American Philosophical Association Newsletter on Computers and Philosophy, Spring  | 2015 |
| Guest Editor, "Robotics: War and Peace," <i>Philosophy and Technology</i> , Springer, Volume 24, Number 3/ September                           | 2011 |
| Assistant editor for "Computers and Society" produced by the Association for Computing Machinery Special Interest Group, Computers and Society | 2005 |

## JOURNAL PEER REVIEW

Complexity Journal  
 Computers and Society, Journal of the Association of Computing Machinery  
 Cambridge University Press  
 Ethics and Information Technology  
 Ethics, Law, and Society  
 IEEE Robotics and Automation  
 IEEE Transactions in Affective Computing  
 The Information Society  
 International Review of Information Ethics  
 Journal of Consciousness Studies  
 Minds and Machines  
 Philosophy and Technology  
 Science and Engineering Ethics  
 Techné, the journal for the Society of Philosophy and Technology

## BOOKS AND BOOK PROPOSAL PEER REVIEW

Cambridge  
Cengage  
Mc Millan  
Springer

## MEMBERSHIPS

American Philosophical Association  
Consortium for Emerging Technologies, Military Operations and National Security, (CETMONS) (Robotics Thrust Group)  
International Association for Computers and Philosophy  
International Association of Technoethics  
International Society for Ethics and Information Technology (INSEIT)  
Society for the Philosophy of Information  
Society for Philosophy and Technology  
World Technology Network, inducted in 2011

## COMMUNITY SERVICE AND OUTREACH

Invited Lecturer, New Leaf Education Program, San Quentin Penitentiary, California  
Volunteer Judge, Sonoma County Robotics Challenge, Sonoma County Office of Education

## PRESS COVERAGE AND INTERVIEWS

Quoted in, "[A robot has passed a self-awareness test](#)," by Christopher Hooton, The Independent, July 17. 2015

*Quoted in "Unconsciously brainy,"* New Scientist, issue 3029, July 11.  
This article appeared online with the title "[The rapid rise of neural networks and why they'll rule our world](#)," on July 8. 2015

Interviewed by Richard Adhikari for his article, "[Beware the Killer Robots](#)," in TechNewsWorld, Emerging Tech, June 12. 2015

Interviewed by Bianca Bosker for her article, "[Why You're Destined To Fall In Love With Bots](#)," in the Huffington Post Tech section, December 19 2014

[Video](#) from my panel presentation on Health Care Ethics at the World Technology Prize symposium in 2011 publish on the Huffington Post and [AOL](#). 2011

Coverage of my award nomination for World Technology Prize in The Press Democrat, October 18, and in the Sonoma State Star, Nov 14 2011

Coverage of my public lecture at Cal Poly, "Robots for sex? Ethicist discusses the topic at Cal Poly," San Luis Obispo Tribune, March 4, " 'Robots and Sex' lecture to discuss technology and ethics," Mustang Daily, March 3, "'Sex with Robots' could ruin human relationships," Sonoma State Star, March 14, and "Do the Robot," by Anna Weltner, February 23 2011

Coverage of my public lecture, "[RoboEthics: Challenges in Engineering Ethical Machines](#)," in the Press Democrat, March 2 2011

|   |      |
|---|------|
| <p>"Pros and Cons of Robotic Warfare," Interviewed by Maureen Cavanaugh for These Days on KPBS, <a href="http://www.kpbs.org/news/2009/sep/01/pros-and-cons-robotic-warfare/">http://www.kpbs.org/news/2009/sep/01/pros-and-cons-robotic-warfare/</a> September 1</p> | 2009 |
| <p>Interviewed for "<a href="#">How to think like a hacker</a>," by Nathan Halverson, The Press Democrat, May 7</p>   | 2009 |
| <p>"<a href="#">As robots rise, will ethics follow?</a>" interview by Nathan Halverson, The Press Democrat, April 20</p>  | 2009 |
| <p>"<a href="#">Tapping The Tech Hive – Weekly Q&amp;A feat. John Sullins</a>," by The Daily Geek, The Press Democrat, April 15</p>   | 2009 |
| <p>Interviewed by TV News reporter for KFTY channel 50, regarding the ethics of SSU Computer Science Malware course, August 11</p>  | 2008 |
| <p>Interviewed by Bruce Robinson for the North Bay Report on KRCB a PBS affiliate on Jan 23rd, 2008, aired Feb 1</p>  | 2008 |
| <p>Interviewed for "<a href="#">Self Centered Technology</a>," by Derek J. Moore, The Press Democrat, June 29</p>   | 2007 |
| <p>Interviewed for, "<a href="#">Computer viruses invade SSU class -- on purpose</a>," by Nathan Halverson, the Press Democrat, May 22</p>  | 2007 |

## REFERENCES

### ERIC DIETRICH

*PROFESSOR OF PHILOSOPHY  
DEPARTMENT OF PHILOSOPHY,  
BINGHAMTON UNIVERSITY*

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[DIETRICH@BINGHAMTON.EDU](mailto:DIETRICH@BINGHAMTON.EDU)

### LUCIANO FLORIDI

*DEPARTMENT OF PHILOSOPHY,  
UNIVERSITY OF HERTFORDSHIRE  
ST. CROSS COLLEGE, UNIVERSITY OF OXFORD  
UNESCO CHAIR IN INFORMATION AND COMPUTER ETHICS*

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### JAMES MOOR

*DANIEL P. STONE PROFESSOR OF INTELLECTUAL AND MORAL PHILOSOPHY  
DEPARTMENT OF PHILOSOPHY,  
DARTMOUTH COLLEGE*

603-646-1699

[JAMES.MOOR@DARTMOUTH.EDU](mailto:JAMES.MOOR@DARTMOUTH.EDU)

### ANTHONY F. BEAVERS

*PRESIDENT, INTERNATIONAL SOCIETY FOR COMPUTERS AND PHILOSOPHY  
PROFESSOR OF PHILOSOPHY  
DIRECTOR OF COGNITIVE SCIENCE+  
DIRECTOR OF THE DIGITAL HUMANITY LABORATORY  
DEPARTMENT OF PHILOSOPHY,  
THE UNIVERSITY OF EVANSVILLE*

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John P. Sullins, (Ph.D., Binghamton University (SUNY), 2002) is a full professor and Chair of philosophy at Sonoma State University. His specializations are: philosophy of technology, philosophical issues of artificial intelligence/robotics, cognitive science, philosophy of science, engineering ethics, and computer ethics.

His recent research interests are found in the technologies of Robotics and AI and how they inform traditional philosophical topics on the questions of life and mind as well as its impact on society and the ethical design of successful autonomous machines. In this field he has written on the ethics of autonomous weapons systems, self-driving cars, personal robotics, malware, and other information technologies. His work also crosses into the fields of computer and information technology ethics as well as the design of autonomous ethical agents.

He is involved in occasional industry consultation including some time spent at Xerox Palo Alto Research center.

Secretary and Treasurer of the Society for Philosophy and Technology

Dr. Sullins is the recipient of the 2011 Herbert A Simon Award for Outstanding Research in Computing and Philosophy. Awarded by the International Association for Computers and Philosophy

#### Websites

<https://sonoma.academia.edu/JohnSullins>

[www.linkedin.com/in/sullins](http://www.linkedin.com/in/sullins)

**APPENDIX FIVE**  
**Class Schedule**  
**(Fall 2015, Spring 2016)**

## Spring 2015

| <u>Subject Area</u>  | <u>Catalog Nbr</u>   | <u>Course Description</u>                         | <u>Course ID</u>      | <u># of Sections</u> | <u>GE Type</u>                   |
|----------------------|----------------------|---|-----------------------|----------------------|----------------------------------|
| <a href="#">PHIL</a> | <a href="#">101</a>  | <a href="#">Critical Thinking</a>                 | <a href="#">35393</a> | <a href="#">13</a>   | A3                               |
| <a href="#">PHIL</a> | <a href="#">102</a>  | <a href="#">Introduction to Logic</a>             | <a href="#">34655</a> | <a href="#">3</a>    | A3                               |
| <a href="#">PHIL</a> | <a href="#">120</a>  | <a href="#">Introduction to Philosophy</a>        | <a href="#">30762</a> | <a href="#">2</a>    | C2                               |
| <a href="#">PHIL</a> | <a href="#">160B</a> | <a href="#">Humanities Learning Community</a>     | <a href="#">36599</a> | <a href="#">6</a>    | <a href="#">Service Learning</a> |
| <a href="#">PHIL</a> | <a href="#">165B</a> | <a href="#">Humanities Learning Community</a>     | <a href="#">36732</a> | <a href="#">6</a>    | "GE Ethinc Studies" Course       |
| <a href="#">PHIL</a> | <a href="#">204</a>  | <a href="#">Applied Ethics</a>                    | <a href="#">30422</a> | <a href="#">1</a>    | "Lower Division"                 |
| <a href="#">PHIL</a> | <a href="#">207</a>  | <a href="#">Philosophical Movements</a>           | <a href="#">33562</a> | <a href="#">1</a>    | "Lower Division"                 |
| <a href="#">PHIL</a> | <a href="#">273</a>  | <a href="#">Crit &amp; Creat Read of Phil Lit</a> | <a href="#">36763</a> | -                    | C2                               |
| <a href="#">PHIL</a> | <a href="#">302</a>  | <a href="#">Ethics and Value Theory:</a>          | <a href="#">32746</a> | -                    |                                  |
| <a href="#">PHIL</a> | <a href="#">306</a>  | <a href="#">Contemporary Topics in Phil</a>       | <a href="#">36449</a> | -                    |                                  |
| <a href="#">PHIL</a> | <a href="#">375</a>  | <a href="#">Philosophy of Law</a>                 | <a href="#">31658</a> | -                    |                                  |
| <a href="#">PHIL</a> | <a href="#">400</a>  | <a href="#">Senior Seminar</a>                    | <a href="#">35008</a> | -                    |                                  |
| <a href="#">PHIL</a> | <a href="#">450</a>  | <a href="#">Senior Thesis (A)</a>                 | <a href="#">34965</a> | -                    |                                  |
| <a href="#">PHIL</a> | <a href="#">452</a>  | <a href="#">Senior Thesis (B)</a>                 | <a href="#">31632</a> | -                    |                                  |
| <a href="#">PHIL</a> | <a href="#">462</a>  | <a href="#">Res Assistant in Philosophy</a>       | <a href="#">34825</a> | -                    |                                  |
| <a href="#">PHIL</a> | <a href="#">470</a>  | <a href="#">Teaching Asstnt in Philosophy</a>     | <a href="#">31171</a> | -                    |                                  |
| <a href="#">PHIL</a> | <a href="#">495</a>  | <a href="#">Special Studies</a>                   | <a href="#">35619</a> | -                    |                                  |
| <a href="#">PHIL</a> | <a href="#">499</a>  | <a href="#">Internship</a>                        | <a href="#">31441</a> | -                    |                                  |

| <b><u>Fall 2015</u></b> |                      | <b><u>Course Description</u></b>                   | <b><u>ID</u></b>      | <b><u># of Sections</u></b> | <b><u>GE Type</u></b>            |
|-------------------------|----------------------|--|-----------------------|-----------------------------|----------------------------------|
| <a href="#">PHIL</a>    | <a href="#">101</a>  | <a href="#">Critical Thinking</a>                  | <a href="#">35393</a> | <a href="#">11</a>          | <a href="#">A3</a>               |
| <a href="#">PHIL</a>    | <a href="#">101A</a> | <a href="#">Critical Thinking</a>                  | <a href="#">36618</a> | <a href="#">2</a>           | <a href="#">A3</a>               |
| <a href="#">PHIL</a>    | <a href="#">102</a>  | <a href="#">Introduction to Logic</a>              | <a href="#">34655</a> | <a href="#">2</a>           | <a href="#">A3</a>               |
| <a href="#">PHIL</a>    | <a href="#">120</a>  | <a href="#">Introduction to Philosophy</a>         | <a href="#">30762</a> | <a href="#">2</a>           | <a href="#">C2</a>               |
| <a href="#">PHIL</a>    | <a href="#">160A</a> | <a href="#">Humanities Learning Community</a>      | <a href="#">36598</a> | <a href="#">6</a>           | <a href="#">Service Learning</a> |
| <a href="#">PHIL</a>    | <a href="#">165A</a> | <a href="#">Humanities Learning Community</a>      | <a href="#">36731</a> | <a href="#">6</a>           | <a href="#">A3</a>               |
| <a href="#">PHIL</a>    | <a href="#">202</a>  | <a href="#">Proseminar</a>                         | <a href="#">32810</a> | <a href="#">1</a>           | <a href="#">"Lower Division"</a> |
| <a href="#">PHIL</a>    | <a href="#">205</a>  | <a href="#">Forum in Law, Ethics,&amp; Society</a> | <a href="#">36761</a> | <a href="#">1</a>           | <a href="#">C2</a>               |
| <a href="#">PHIL</a>    | <a href="#">273</a>  | <a href="#">Crit &amp; Creat Read of Phil Lit</a>  | <a href="#">36763</a> | <a href="#">1</a>           | <a href="#">C2</a>               |
| <a href="#">PHIL</a>    | <a href="#">301</a>  | <a href="#">Phil of Science and Technology</a>     | <a href="#">34192</a> |                             | -                                |
| <a href="#">PHIL</a>    | <a href="#">302</a>  | <a href="#">Ethics and Value Theory:</a>           | <a href="#">32746</a> |                             | -                                |
| <a href="#">PHIL</a>    | <a href="#">303</a>  | <a href="#">Social &amp; Political Philosophy</a>  | <a href="#">34951</a> |                             | -                                |
| <a href="#">PHIL</a>    | <a href="#">307</a>  | <a href="#">Philosophical Figures</a>              | <a href="#">36440</a> |                             | -                                |
| <a href="#">PHIL</a>    | <a href="#">375</a>  | <a href="#">Philosophy of Law</a>                  | <a href="#">31658</a> |                             | -                                |
| <a href="#">PHIL</a>    | <a href="#">450</a>  | <a href="#">Senior Thesis (A)</a>                  | <a href="#">34965</a> |                             | -                                |
| <a href="#">PHIL</a>    | <a href="#">462</a>  | <a href="#">Res Assistant in Philosophy</a>        | <a href="#">34825</a> |                             | -                                |
| <a href="#">PHIL</a>    | <a href="#">470</a>  | <a href="#">Teaching Asstnt in Philosophy</a>      | <a href="#">31171</a> |                             | -                                |
| <a href="#">PHIL</a>    | <a href="#">495</a>  | <a href="#">Special Studies</a>                    | <a href="#">35619</a> |                             | -                                |
| <a href="#">PHIL</a>    | <a href="#">499</a>  | <a href="#">Internship</a>                         | <a href="#">31441</a> |                             | -                                |
| <a href="#">PHIL</a>    | <a href="#">590</a>  | <a href="#">Critical Thinking</a>                  | <a href="#">35122</a> | -                           | -                                |

| <b>Spring 2016</b>   |                      | <b>Course Description</b>                         | <b>Class ID</b>       | <b># of Sections</b> | <b>GE Type</b>   |
|----------------------|----------------------|---|-----------------------|----------------------|------------------|
| <a href="#">PHIL</a> | <a href="#">101</a>  | <a href="#">Critical Thinking</a>                 | <a href="#">35393</a> | <a href="#">10</a>   | A3               |
| <a href="#">PHIL</a> | <a href="#">101B</a> | <a href="#">Critical Thinking</a>                 | <a href="#">36619</a> | <a href="#">2</a>    | A3               |
| <a href="#">PHIL</a> | <a href="#">102</a>  | <a href="#">Introduction to Logic</a>             | <a href="#">34655</a> | <a href="#">2</a>    | A3               |
| <a href="#">PHIL</a> | <a href="#">120</a>  | <a href="#">Introduction to Philosophy</a>        | <a href="#">30762</a> | <a href="#">1</a>    | C2               |
| <a href="#">PHIL</a> | <a href="#">160B</a> | <a href="#">Humanities Learning Community</a>     | <a href="#">36599</a> | <a href="#">6</a>    | A3               |
| <a href="#">PHIL</a> | <a href="#">165B</a> | <a href="#">Humanities Learning Community</a>     | <a href="#">36732</a> | <a href="#">6</a>    | A3               |
| <a href="#">PHIL</a> | <a href="#">204</a>  | <a href="#">Applied Ethics</a>                    | <a href="#">30422</a> | <a href="#">1</a>    | "Lower Division" |
| <a href="#">PHIL</a> | <a href="#">207</a>  | <a href="#">Philosophical Movements</a>           | <a href="#">33562</a> | <a href="#">1</a>    | "Lower Division" |
| <a href="#">PHIL</a> | <a href="#">273</a>  | <a href="#">Crit &amp; Creat Read of Phil Lit</a> | <a href="#">36763</a> | <a href="#">1</a>    | C2               |
| <a href="#">PHIL</a> | <a href="#">302</a>  | <a href="#">Ethics and Value Theory:</a>          | <a href="#">32746</a> | <a href="#">1</a>    |                  |
| <a href="#">PHIL</a> | <a href="#">306</a>  | <a href="#">Contemporary Topics in Phil</a>       | <a href="#">36449</a> | <a href="#">1</a>    |                  |
| <a href="#">PHIL</a> | <a href="#">307</a>  | <a href="#">Philosophical Figures</a>             | <a href="#">36440</a> | <a href="#">1</a>    |                  |
| <a href="#">PHIL</a> | <a href="#">400</a>  | <a href="#">Senior Seminar</a>                    | <a href="#">35008</a> | <a href="#">1</a>    |                  |
| <a href="#">PHIL</a> | <a href="#">450</a>  | <a href="#">Senior Thesis (A)</a>                 | <a href="#">34965</a> | <a href="#">1</a>    |                  |
| <a href="#">PHIL</a> | <a href="#">452</a>  | <a href="#">Senior Thesis (B)</a>                 | <a href="#">31632</a> | <a href="#">1</a>    |                  |
| <a href="#">PHIL</a> | <a href="#">462</a>  | <a href="#">Res Assistant in Philosophy</a>       | <a href="#">34825</a> | <a href="#">1</a>    |                  |
| <a href="#">PHIL</a> | <a href="#">470</a>  | <a href="#">Teaching Asstnt in Philosophy</a>     | <a href="#">31171</a> | <a href="#">1</a>    |                  |
| <a href="#">PHIL</a> | <a href="#">495</a>  | <a href="#">Special Studies</a>                   | <a href="#">35619</a> | <a href="#">1</a>    |                  |
| <a href="#">PHIL</a> | <a href="#">499</a>  | <a href="#">Internship</a>                        | <a href="#">31441</a> | <a href="#">1</a>    |                  |

## **APPENDIX SIX**

### **Program Statistics**

### All Undergraduate Students

| Gender      | Fall 2015 |         |
|-------------|-----------|---------|
|             | Count     | Percent |
| Male        | 3273      | 38%     |
| Female      | 5342      | 62%     |
| Grand Total | 8615      | 100%    |

### Philosophy Department

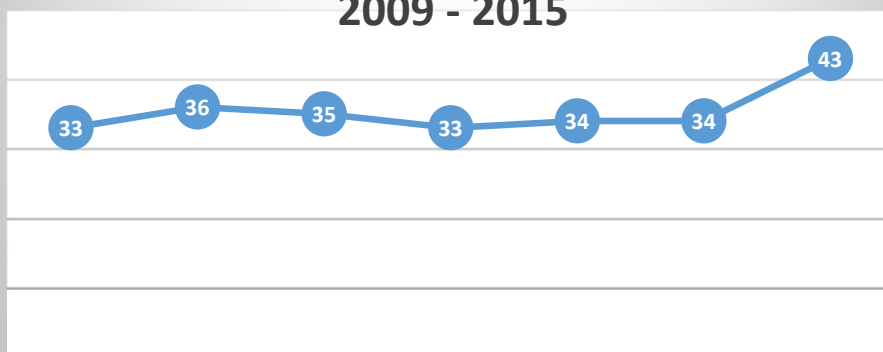
### Majors

### Minors

| Gender               | Fall 2015 |         | Fall 2015 |         |
|----------------------|-----------|---------|-----------|---------|
|                      | Count     | Percent | Count     | Percent |
| Male                 | 25        | 58%     | 27        | 44%     |
| Female               | 18        | 42%     | 35        | 56%     |
| Grand Total Enrolled | 43        | 100%    | 62        | 100%    |

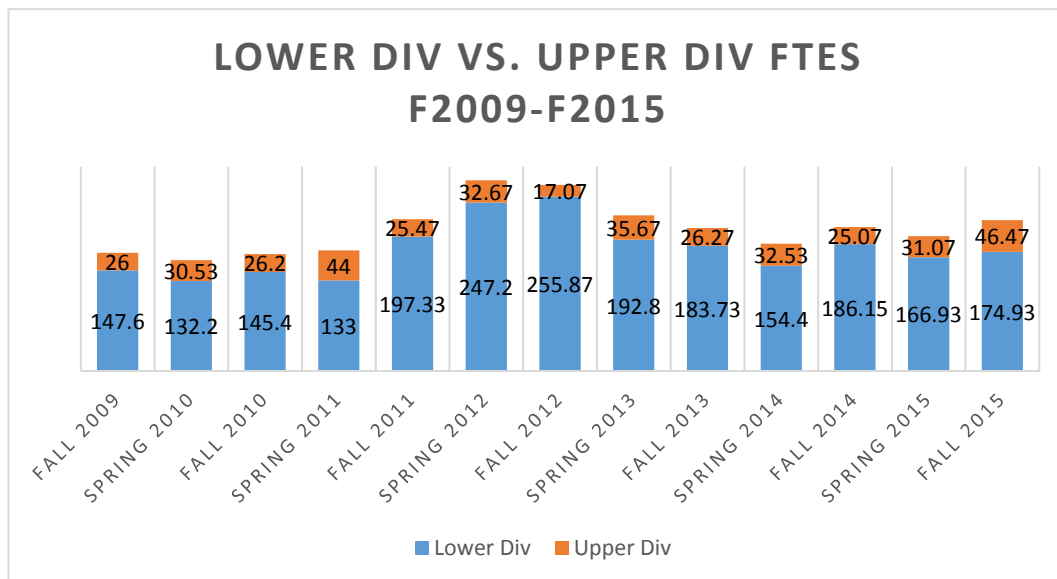
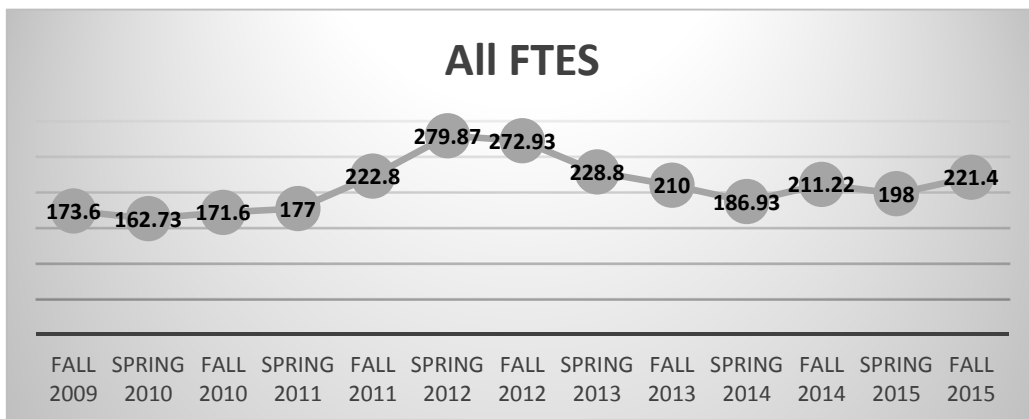
| Term      | Declared<br>Philosophy<br>Majors |
|-----------|----------------------------------|
| Fall 2009 | 33                               |
| Fall 2010 | 36                               |
| Fall 2011 | 35                               |
| Fall 2012 | 33                               |
| Fall 2013 | 34                               |
| Fall 2014 | 34                               |
| Fall 2015 | 43                               |

### Declared Philosophy Majors 2009 - 2015



FALL 2009   FALL 2010   FALL 2011   FALL 2012   FALL 2013   FALL 2014   FALL 2015

| Term        | Lower Div | Upper Div | All FTES |
|-------------|-----------|-----------|----------|
| Fall 2009   | 147.6     | 26        | 173.6    |
| Spring 2010 | 132.2     | 30.53     | 162.73   |
| Fall 2010   | 145.4     | 26.2      | 171.6    |
| Spring 2011 | 133       | 44        | 177      |
| Fall 2011   | 197.33    | 25.47     | 222.8    |
| Spring 2012 | 247.2     | 32.67     | 279.87   |
| Fall 2012   | 255.87    | 17.07     | 272.93   |
| Spring 2013 | 192.8     | 35.67     | 228.8    |
| Fall 2013   | 183.73    | 26.27     | 210      |
| Spring 2014 | 154.4     | 32.53     | 186.93   |
| Fall 2014   | 186.15    | 25.07     | 211.22   |
| Spring 2015 | 166.93    | 31.07     | 198      |
| Fall 2015   | 174.93    | 46.47     | 221.4    |





### All Undergraduate Students

| IPEDS Category                            | Fall 2015   |             |
|---|-------------|-------------|
|   | Count       | Percent     |
| Unknown                                   | 606         | 7%          |
| American Indian or Alaska Native          | 44          | 1%          |
| Asian                                     | 431         | 5%          |
| Black or African American                 | 198         | 2%          |
| Hispanic/Latino                           | 2630        | 31%         |
| Two or More Races                         | 583         | 7%          |
| Native Hawaiian or Other Pacific Islander | 16          | 0%          |
| White                                     | 4107        | 48%         |
| <b>Grand Total</b>                        | <b>8615</b> | <b>100%</b> |

### Philosophy Department

| IPEDS Category                            | Majors<br>Fall 2015 |             | Minors<br>Fall 2015 |             |
|---|---------------------|-------------|---------------------|-------------|
|   | Count               | Percent     | Count               | Percent     |
| Unknown                                   | 6                   | 14%         | 4                   | 6%          |
| American Indian or Alaska Native          | 0                   | 0%          | 0                   | 0%          |
| Asian                                     | 1                   | 2%          | 3                   | 5%          |
| Black or African American                 | 3                   | 7%          | 0                   | 0%          |
| Hispanic/Latino                           | 12                  | 28%         | 10                  | 16%         |
| Two or More Races                         | 3                   | 7%          | 9                   | 15%         |
| Native Hawaiian or Other Pacific Islander | 0                   | 0%          | 0                   | 0%          |
| White                                     | 18                  | 42%         | 36                  | 58%         |
| <b>Grand Total Enrolled</b>               | <b>43</b>           | <b>100%</b> | <b>62</b>           | <b>100%</b> |

**APPENDIX SEVEN**  
**Assessment Rubric and Results**

## Departmental Rubric for SLO's Five and Eleven

| Student Learning Outcome   | Meeting 3   | Developing 2  | Beginning 1  | Not Meeting 0   |
|--|---|---|--|---|
| #5<br>Demonstrate the relevance of philosophy to their thought and conduct | <p>Clear understanding of philosophy that is well grounded in clear understanding of figures and/or movements in philosophy</p> <p>Original thesis that applies to the thought and conduct</p> <p>Developed, coherent application of understanding of philosophy to their original thesis</p> | <p>Clearer statement of philosophy, attempts to relate statement to figures and/or movements in philosophy.</p> <p>More developed original thesis that applies to their thought and conduct</p> <p>Clearer connection between understanding of philosophy and their own more original thinking.</p> | <p>Has a superficial understanding of philosophy, but poorly related to figures and/or movements in philosophy</p> <p>Has a superficial or weak or unoriginal thesis that applies to their thought and conduct</p> <p>Connection between philosophy and their thought and conduct is superficial and poorly developed.</p> | <p>Fails to identify what philosophy is and relate it to original thesis that applies to their thought and conduct.</p> |
| #11<br>Identify and critically evaluate means of persuasion                | <p>Clearly identifies means of persuasion.</p> <p>Clearly identifies relevant evaluative standards.</p> <p>Clearly applies evaluative standards to means of persuasion.</p> <p>Clearly reflects on credibility of evaluative standards.</p>   | <p>Identifies means of persuasion.</p> <p>Identifies relevant evaluative standards.</p> <p>Clearer application of evaluative standards to means of persuasion.</p> <p>Less difficulty reflecting on credibility of evaluative standards</p>   | <p>Poorly identifies some means of persuasion.</p> <p>Superficially evaluates means of persuasion.</p> <p>Has difficulty identifying relevant standards of evaluation.</p> <p>Has difficulty reflection on credibility of evaluative standards</p>   | <p>Fails to identify and evaluate means of persuasion of any kind</p>   |
|  |   |   |  |   |
|  |   |   |  |   |

## **APPENDIX EIGHT**

### **Student Testimonial**

February 10, 2016

I attended Sonoma State as a transfer student from Fall 2014 to Fall 2015. I was attracted to the major because of its reputation for producing graduates with strong logic and critical thinking skills. Philosophy also provides skills that are transferable to a variety of professional goals allowing for flexibility in future career paths. As a recent graduate I can say that philosophy was an excellent choice of major.

The curriculum was interesting and varied covering anything from current ethical issues to greek philosophy. The educational environment was welcoming and relaxed, yet intellectually challenging. Classroom discussions helped me to become more effective at articulating my own ideas as well as critiquing the arguments of others in a non confrontational manner.

Having a degree in philosophy was a huge asset when I applied to graduate school in the medical sciences. Admissions officers said my application stood out for two reasons; a background in philosophy was unique among a sea of biology majors and the focus on ethics was highly valued by admissions officers. In all of my admissions interviews philosophical ideas came up as a topic of discussion giving me an edge in the interview process. One conversation about implicit bias with an admissions committee member lead to my acceptance into one of the best physician assistant programs in the country.

My time as a Sonoma State philosophy undergraduate was by far the most wonderful educational experience of my life. I gained much more from my time there than I ever anticipated and I truly enjoyed the experience. I had the pleasure of interacting with brilliant faculty and interesting peers making life long friends along the way. Sonoma State's philosophy department boasts and excellent and dedicated faculty and a curriculum that will prepare you for professional life. I highly recommend the major to anyone considering it.

Sincerely,

Heather Hollier