

May 11, 2020

To: Sheryl Fontaine, Dean, College of Humanities & Social Sciences

From: JeeLoo Liu, Chair, Department of Philosophy

### **Philosophy Department's Response to Dean's Summary and Recommendations**

As Chair of the Department of Philosophy, I wish to thank you for your appreciation of our efforts to recruit students through our website and social media, to teach them critical thinking skills, and to provide them with exposure to a wide range of philosophical traditions. We also appreciate your constructive suggestions for addressing the issues you discuss in your Summary and Evaluation. We are mindful of these issues, and we look forward to continued dialog about them, both with the Dean's office and within our department. As part of that dialog, we will respond to each issue below.

#### 1. Recruitment of Major and Double Major

We would be happy to have help from the Dean's Office with creating additional promotional material for recruiting students. We understand your concern about recruiting students who have been accepted to CSUF but not yet accepted their admission. We also understand your concern about recruiting students already on campus for a double-major or minor, in addition to their major in another department.

You have noted that the department yield from admission to acceptance is below the College and University average. There is a reason for this: Due to lack of exposure to philosophy before enrolling in college, very few students come to campus already interested in majoring in philosophy. Since becoming the chair, I have been sending out welcoming and informative emails to all prospective students in the past three years, but the effort did not produce any significant result. On the other hand, we have been very successful in recruiting students after they come to CSUF. Most of our majors are recruited from students who enroll in one of our introductory courses, usually for GE credit. Typically this happens when they are enthusiastic about their professor and the quality of discussion in philosophy classes, and get turned on to philosophy after already planning to major in something else. Despite the fact that Philosophy is not most career-oriented students' first consideration, we have maintained a healthy number of majors and minors. We hope to recruit more students by presenting to the whole student body the career-beneficial aspects of having Philosophy as major. Our Alumni Spotlight pages ([http://philosophy.fullerton.edu/alumni/Alumni\\_Profiles.aspx](http://philosophy.fullerton.edu/alumni/Alumni_Profiles.aspx)) highlight the many success stories of our alumni.

That said, this year we did well at recruiting from among newly-enrolled students. Amy Coplan and Ryan Nichols hosted a recruitment Zoom session on Welcome to Fullerton Day. Out of the

four admitted freshmen, three have accepted the admission as of May 4. So this is a 75% success rate.

You suggested that computer science might be one of several good places to focus on. However, we also learned from the university's catalog that the CS program has a full requirement of 120 units including CS Core (45 units), Mathematics (18 units), Science and Mathematics Electives (12 units), CS electives (18 units), plus GE units. It is doubtful that their students would have the time to double major in Philosophy.

At the same time, we have approached other departments about joint degrees. Since becoming the chair in 2017, I have been trying to make connections with other departments, but my efforts have not yet borne fruit, and seem to be stalled.

1. I met with two faculty (Stacy Mallicoat and Christine Gardiner) from Criminal Justice in the fall of 2017, and proposed to establish a philosophy minor pathway for students in Criminal Justice. I drafted the pathway (see Appendix 1) and sent it to Christine Gardiner on December 5, 2017. She said she would share with her colleagues. However, I did not hear back from her and sent a follow-up message on April 4, 2018. She said her colleagues were open to such partnership, but she missed the pathway I sent, and promised to present the pathway at a meeting that semester. But I never heard back. I asked the then Associate Dean Lynn Sargent to help make progress, and she agreed but nothing happened. So I gave it up.
2. In the Spring of 2019, I drafted another document that proposes "Philosophy Pathway" for various majors (see Appendix 2), targeting Psychology, Sociology, Public Administration and Justice, and shared it with all chairs in H&SS as well as with the Deans. It was placed in the H&SS chairs' meeting documents folder on 2/27/19, but again, nothing happened.

We would welcome help from the Dean's Office with our outreach to other departments; your involvement would substantially improve our odds of success.

## 2. Recruitment of New Faculty

Our understanding is that the campus budget is in peril due to the effect of coronavirus on the economy, and that there will be no hiring for the coming academic year. In light of this, we plan to revisit the issue of hiring, and what areas to hire in, at a later date. We have been having an ongoing discussion within the department for some time about where our hiring needs are, and that discussion will continue. We want to make sure we have deliberated in a way that acknowledges all concerns and leaves everyone feeling that they have had a chance to fully express their views and to fully respond to the views of others. This will enable us to come as close as we can to a departmental consensus that preserves collegiality among our faculty and results in a smooth search process.

## 3. Rotation System of Chair

We feel there is merit to the suggestion that we reconsider our current rotation system for selecting department chairs. At our May meeting we voted to retain our three-year term but abandon our seniority system, so that the next chair is not automatically whoever has gone the longest without serving. A concern was raised about whether to adopt a term-limit policy preventing the same person from serving as chair indefinitely in a succession of three-year terms. We do not yet have a consensus on that issue, and intend to discuss that further at a later time.

#### 4. Enforcing Service Requirements

We agree that the service load must be equitable, and we will have a look at the materials in the chairs' Dropbox from KerryAnn O'Meara about creating equitable workloads. We are open to consulting with the Dean's Office and the College Office of Equity and Diversity about how to achieve an equitable service load. I would also like to note that we have already begun a practice of having each service committee report at each departmental meeting, so that everyone is aware of who is serving the department and how, so that no one is overburdened. We welcome your willingness to help enforce service requirements when individual faculty fall short of doing their share, and we will take advantage of your willingness by reaching out the Dean's Office for help with such situations as they arise.

# Appendix 1

## Proposed Philosophy Pathway for Criminal Justice Students

21 units (choose 7 from the following suggestions) → Philosophy Minor

### 1. Phil 100: Introduction to Philosophy [GE: C2]

\_\_ This course is designed to give students an overall picture of the issues with which philosophers throughout history have been concerned. The topics covered will include the examination of our knowledge about the world, the problem of free will versus determinism, the nature of the self as well as the nature of moral responsibility.

### 2. Phil 105: Critical Thinking [GE: A3]

\_\_ Students taking courses in subarea A3 shall

- a. Understand the role of logic and its relation to language.
- b. Understand elementary inductive and deductive processes, including formal and informal fallacies.
- c. Develop the skills to distinguish propositions and statements of fact from issues of judgment or opinion.
- d. Develop skills to advocate for ideas.
- e. Develop skills to reach well-supported factual and judgmental conclusions and the skills to successfully advocate for these conclusions.
- f. Evaluate, critique, and analyze the quality and sufficiency of evidence and other forms of support for a position, include recognition of underlying lines of argument.

### Or, Phil 106: Phil 106: Introduction to Logic [GE: A3]

\_\_ The primary objective of this course is to learn the foundational reasoning skills that are necessary for assessing the arguments of others and for constructing good arguments of our own. By the end of the semester students should

- be able to identify arguments in natural language and assess their quality;
- be able to identify and explain the distinctions between and different requirements of deductive and inductive reasoning and to identify logical fallacies;
- be able to identify and explain common barriers to clear and rational thought;
- show a basic competence in clearly articulating and defending one's own views while remaining in control of the emotions and exhibiting charity towards all.

### **3. Phil 315: Philosophical Arguments and Writing**

\_\_\_ This course will place heavy emphasis on writing. We will begin with weekly summary essays, and then build up to a short paper and a long paper with assigned topics. At the end of this course, students will produce a conference-length paper (3,000 words) with correct citation, references and notation. The instructor will give hands-on guidance toward this final goal. We will learn about how to compose an outline, how to do research on specific topics, how to formulate a succinct thesis and how best to structure the paper. This course satisfies the classroom portion of the upper-division GE writing requirement for philosophy majors. This course satisfies the classroom portion of the upper-division GE writing requirement for philosophy majors.

\_\_\_ The learning goals for this course are as follows:

- 1) Develop students' abilities to develop successful philosophical arguments.
- 2) Develop students' abilities to write philosophical essays that are clear, substantive, and precise.
- 3) Develop students' abilities to read, analyze and evaluate philosophical writing.
- 4) Develop students' abilities to use philosophy to analyze and evaluate contemporary popular culture.

### **4. Phil 320: Contemporary Moral Problems [GE: C3 & Z]**

\_\_\_ This course will help students identify and critically examine some of the major moral controversies that confront us today. Before analyzing the particular moral issues themselves, we will introduce some theoretical concepts and critical reading strategies. First, we will develop the requisite logical reasoning skills that will allow you to analyze and (re)construct sound arguments. Second, we will familiarize ourselves with three important ethical theories: deontology, utilitarianism, and virtue ethics. With these theoretical tools in hand, we will then examine a number of exigent contemporary ethical issues: torture, the treatment of non-human animals, abortion, elective cosmetic surgery, and mass incarceration. The goal of the course is to acquaint students with the fundamental questions and arguments that are central to these issues. By the end of the course, students will improve their writing, presentation, and discussion skills, gain insight into the nature and structure of moral arguments as they appear in both academic and popular discourses, and acquire skills in raising, defending, and criticizing philosophical arguments of their own.

### **5. Phil 345: Social and Political Philosophy**

\_\_\_ A central issue in social and political philosophy concerns the legitimacy and justification of the State's authority to punish its citizens and deprive them of their

freedom. How can a free, democratic society justify taking away an individual's freedom along with many of her/his civil rights? This issue is especially urgent to us, given that the US currently incarcerates a greater proportion of its own citizens than any other developed democratic nation in history. This course will explore the history, political economy, and normative justification of US carceral institutions and practices in comparative perspective with Europe. We will analyze standard moral-theoretical justifications of punishment (e.g., retributivism, utilitarianism, rehabilitationism) as well as radical critiques of penalty from critical social theorists and prison abolitionist and antiviolence activists.

#### **6. Phil 355: Philosophy of Law**

\_\_\_ This is an upper-division, introductory survey course. We will start by learning a little about how statutes and cases are interpreted, then consider some philosophical worries that arise when we try to explain what we are doing when we interpret cases and statutes. We will then see how some of the major theories about the nature of law can be understood as responses to those philosophical worries. In other words, much of philosophy of law (though not all of it, of course) can be seen as grounded in worries about the nature of legal reasoning. Next, we will look at philosophical issues concerning how we interpret the U.S. Constitution which parallel those worries about legal reasoning.

#### **7. Phil 377: Race, Class and Gender [GE: E & Z]**

\_\_\_ Do you ever think about what makes you (or prevents you from being) a man, a Latina, or a middle-class person? Is your social class related to your gender? What makes you a member of one race rather than another? Our race, class, and gender are central dimensions of our identities. Whether or not we are aware of them and the role they play in our lives, they affect who we are as individuals and how we combine as groups. In this class we will use philosophical tools to investigate the significance, meaning, and impact that race, class, and gender have on our lives. We will investigate philosophical accounts of race, class, and gender. We will explore tensions between these notions and our intuitions about justice and fairness. We will work to understand how race, class, and gender influence who we are and how we live in a just (or unjust) society.

#### **8. Phil 382: Marx and Marxism**

\_\_\_ This course offers a broad overview of the central texts and themes in the work of Karl Marx and subsequent philosophers and activists inspired by his work. The nineteenth-century German philosopher, political economist, and communist revolutionary Karl Marx, partly in collaboration with Friedrich Engels, produced one

of the most theoretically incisive and empirically sweeping critiques of modern capitalist society. In addition to its extraordinary practical repercussions throughout the twentieth century, this body of theory—usually referred to simply as Marxism, or historical materialism—has left an incomparable and indelible imprint on the world’s intellectual landscape. To be unfamiliar with Marxism is to overlook a key point of reference for most—if not all—of the interesting political thinkers of the twentieth and twenty-first centuries.

#### **9. Phil 410: Ethical Theory**

\_\_\_ This course, designed for advanced undergraduates, will examine questions of ethical theory, casting sustained analytical and critical attention to the concrete implications of ethical theory for our everyday self-understanding, moral decision-making, and ethical interactions with others. Ethical theory is a blend of normative ethics and metaethics. We’ll focus mainly on the normative part, and read seminal authors working within four major kinds of moral theory: consequentialism (Utilitarianism is the main version), nonconsequentialism (Kantian ethics is the main version), virtue ethics (with special focus on Aristotle), and contractarianism (also known as contractualism or social contract theory). Prerequisites: Phil 290, or 300, or 315, or by permission of the teacher.

#### **10. Phil 450: Normative Theory and Public Affairs**

\_\_\_ This course presents the search for moral principles and other aspects of moral theory to govern such issues as climate change, criminal justice, military affairs, immigration, the normative foundations of particular areas of law, and other issues of public concern. Prerequisite: Six units of upper-division philosophy and PHIL 315 (which may be part of the six units).

## Appendix 2

### Philosophy Courses in Various Pathways

#### General Enrichment track

##### PHIL 100 - Introduction to Philosophy (3)

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Nature, methods and some of the main problems of philosophy. Primarily for freshmen and sophomores. Not a prerequisite for advanced courses. One or more sections may be offered in any online format.

##### PHIL 320 - Contemporary Moral Issues (3)

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Applying ethical and social/political theories to contemporary moral problems. Topics selected from current issues in law, business, medicine, sexual morality, and gender/multicultural studies, including abortion, racism, crime, punishment, welfare, domestic violence and pornography.

##### PHIL 323 - Existentialism (3)

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Introduction to existentialist perspectives on freedom, meaning, responsibility, authenticity and self-deception. Typically includes discussion of Kierkegaard, Nietzsche, Heidegger and Sartre.

##### PHIL 325 - Philosophy of Sex and Love (3)

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Philosophical approaches to love, friendship, marriage and eroticism. Nature of love, relationship between sexuality and love, gender roles and gender equality. Investigates ethical and legal controversies in sexuality, marriage and privacy.

##### PHIL 350 - Asian Philosophy (3)

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Asian philosophies such as Taoism, Confucianism and Buddhism (especially Zen): world views, conceptions of human nature and the good life. Applications to martial and non-martial arts. Comparisons with Western philosophies, religions and values.

## **PSYCHOLOGY pathway**

PHIL 290 - History of Philosophy: Greek Philosophy (3)

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Origins of Western philosophy and its development through Socrates, Plato and Aristotle.

PHIL 325 - Philosophy of Sex and Love (3)

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Philosophical approaches to love, friendship, marriage and eroticism. Nature of love, relationship between sexuality and love, gender roles and gender equality. Investigates ethical and legal controversies in sexuality, marriage and privacy.

Prerequisite: completion of G.E. Category C.2.

PHIL 377 - Philosophical Approaches to Race, Class, and Gender (3)

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Despite the history of analyzing race, class, and gender as separate phenomena, the three are integrally connected. Focus on the interstitial connections among the three to gain knowledge of the formation of race, class and gender.

Prerequisite: lower-division philosophy course.

PHIL 425 - Phenomenology (3)

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Ephemeral structure of experience and subjectivity. Conceptualizations of the subject, consciousness, embodiment and engagement with the world. Primary figures include Edmund Husserl, Martin Heidegger and Maurice Merleau-Ponty.

Prerequisite: [PHIL 315](#); any lower-level course in philosophy.

#### PHIL 440 - Philosophy of Mind (3)

Concept of mind, and such related issues as the mind-body relation, behavior, consciousness, voluntary action, weakness of will and our knowledge of other minds.

Prerequisite: [PHIL 290](#), [PHIL 300](#) or [PHIL 315](#).

## **SOCIOLOGY pathway**

#### PHIL 312 - Business and Professional Ethics (3)

Nature and limits of the moral rights and responsibilities of business and the professions (including law, medicine, science, engineering, journalism, management and teaching). One or more sections may be offered in any online format.

Prerequisite: junior or senior standing.

#### PHIL 343 - Philosophy of Feminism (3)

Philosophical issues connected with second-wave U.S. feminism. Alternative feminist theories, goals and reconstruction of traditional areas of philosophy. (PHIL 343 and WGST 343 are the same course.)

Prerequisite: three units of philosophy or women's studies.

### PHIL 345 - Social and Political Philosophy (3)

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Individualism, community, freedom, authority, justice, human rights and alienation, from the perspective of social and political theory.

Prerequisite: three units of philosophy.

### PHIL 377 - Philosophical Approaches to Race, Class, and Gender (3)

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Despite the history of analyzing race, class, and gender as separate phenomena, the three are integrally connected. Focus on the interstitial connections among the three to gain knowledge of the formation of race, class and gender.

Prerequisite: lower-division philosophy course.

### PHIL 382 - Marx and Marxism (3)

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Marx and his followers in philosophical perspective. Theories of human nature, society and intellectual activity; conceptual tools for the analysis of social phenomena; sources; and followers, both critical and dogmatic.

## **Public Administration and Justice pathway**

### PHIL 343 - Philosophy of Feminism (3)

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Philosophical issues connected with second-wave U.S. feminism. Alternative feminist theories, goals and reconstruction of traditional areas of philosophy. (PHIL 343 and WGST 343 are the same course.)

Prerequisite: three units of philosophy or women's studies.

### PHIL 345 - Social and Political Philosophy (3)

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Individualism, community, freedom, authority, justice, human rights and alienation, from the perspective of social and political theory.

Prerequisite: three units of philosophy.

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PHIL 377 - Philosophical Approaches to Race, Class, and Gender (3)

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Despite the history of analyzing race, class, and gender as separate phenomena, the three are integrally connected. Focus on the interstitial connections among the three to gain knowledge of the formation of race, class and gender.

Prerequisite: lower-division philosophy course.

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PHIL 382 - Marx and Marxism (3)

---

Marx and his followers in philosophical perspective. Theories of human nature, society and intellectual activity; conceptual tools for the analysis of social phenomena; sources; and followers, both critical and dogmatic.

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PHIL 410 - Ethical Theory (3)

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Major ethical theories as advanced by such authors as Aristotle, Kant, Mill and Rawls.

Prerequisite: [PHIL 290](#), [PHIL 300](#) or [PHIL 315](#).