

***Philosophy: Traditional and Experimental Readings***  
Fritz Allhoff, Ron Mallon, and Shaun Nichols (eds.)

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**I. Project Description**

*Philosophy: Traditional and Experimental Readings* (henceforth *Philosophy*)<sup>1</sup> is an edited volume that integrates recent work in experimental philosophy with the traditional philosophical corpus. The project was inspired by a National Endowment for the Humanities Institute on experimental philosophy that was held at the University of Utah for four weeks during summer 2009 under the direction of Ron Mallon and Shaun Nichols. Experimental philosophy uses experimental methods to explore philosophical questions. For instance, much of experimental philosophy explores the boundaries of philosophically important concepts—concepts like ‘responsibility’, ‘morality’, and ‘knowledge’—by conducting survey experiments on ordinary people’s intuitions; these experiments give us new ways to talk about traditional issues. In the past few years, experimental philosophy has generated tremendous excitement amid various unsuspected results that have challenged philosophical dogma. Yet there does not yet exist a book that integrates these experimental results with the philosophical literature to which they are responsive. Ours proposes to do just that.

The Institute funded twenty-five faculty participants, and we have harvested their collective expertise to propose ten units, each of which is edited by one or more of the Institute’s faculty (plus one non-Institute editor).<sup>2</sup> In structuring the book, we sought to cover the central topics covered in introduction to philosophy, and, for each of these topics, we were able to incorporate strong papers in experimental philosophy, broadly understood. Not all of the experimental readings focus on survey-driven methodology, but rather represent a wide range of experimental and empirical approaches to philosophy. The unit editors each chose approximately 25,000 words of primary source material; this primary source material will be complemented by a 5,000 word introduction for each unit.

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<sup>1</sup> Editors’ note: We are flexible on the title of the book and this is just one idea. As our proposal will indicate, the included readings are *broadly* experimental (including empirical), but we have chosen to use ‘experimental’ for its cache. Also, we like the pun in the title—given the double entendre of ‘experimental’—though polling seems to indicate that this is opaque. Feedback is certainly welcome.

<sup>2</sup> It bears auxiliary notice that, between the volume editors and section editors, there are eighteen people vested in this project. Nearly all of them teach a course for which this book could be adopted, which was part of the motivation many of them had for signing on. From these editors alone, there could easily be substantial adoptions for their own courses, which we might conservatively estimate at 1000 copies/year and more ambitiously at 2000+ copies/year. Getting many people involved has many advantages—from expertise to marketing to adoption and so on—and we feel fortunate to have drawn from such a broad group.

The constitution of the units is roughly: 1/3 historical, 1/3 “contemporary” (i.e., 20<sup>th</sup> century), and 1/3 experimental. Since the book is meant to serve as a textbook (see §II below), this balance is important since we are able to offer historical grounding and contemporary debates in addition to the experimental papers. Each unit has between five and nine readings; the priority was on balancing the word lengths and leaving the unit editors the autonomy to choose how many readings to incorporate. As it stands, all of the units are of (roughly) the same length, though this convention was effectively made for expedience: should reviewers make it clear that any individual unit is underdeveloped, we could elaborate it. If reviewers indicate some unit to be extraneous, we would reap it to reassign the words. 25,000 words can get spent pretty quickly on some of our topics, but the unit editors have done a great job working within their assigned parameters and editing their readings to make them more concise and powerful. To draw emphasis to this point, note that many of the readings have been highly edited—sections and page numbers given in contents—and this is another novel feature of our project insofar as shorter versions of these readings have often not been previously available. Finally, the book is divided into three parts, which group together units of similar topics: Knowledge & Reality; Mind & Self; and Value Theory.

## **II. The Market**

*Philosophy* stands for adoption primarily in introduction to philosophy courses; the book covers nearly every principal area of analytic philosophy and would be appropriate to support a broad-based course. Introduction to philosophy courses are taught nearly everywhere that philosophy courses are taught, which is to say at almost all colleges and universities across the country. Furthermore, these courses are often quite large since they satisfy general education requirements. Given the number of such courses and their sizes, there is potential for substantial sales. In addition to introductory courses, *Philosophy* could be adopted in a wide range of other courses. Each of the three parts of the book could come pretty close to providing full support for courses in epistemology, philosophy of mind, or ethics/value theory itself, perhaps supplemented by only a few ancillary readings. Metaphysics is also a course that this book could support, though the associative units are spread across over various parts. In other words, aside from introductory courses in philosophy, this book could stand for adoption in various other upper-division classes. More and more universities—including the three at which we teach—are also offering dedicated courses on experimental philosophy, and this book could be adopted in those as well. Graduate students or faculty working in experimental philosophy would also be interested in this book for its reference value; the unit introductions will be particularly valuable in setting the stage and in rendering the following materials accessible to students.

## **III. Competition**

It is not hubris to say that no other book like this exists: there is, in fact, no book that integrates traditional and experimental philosophy. There are very good introductory anthologies—some of which we will discuss below—but none has experimental papers. There is a dedicated volume of experimental papers—Joshua Knobe and Shaun Nichols (eds.) *Experimental Philosophy* (Oxford University Press, 2008)—but that would not be appropriate for an introductory class and, regardless, the level of the papers is too high for introductory students; our section editors were very conscientious about level and often traded out more well-known papers for more accessible ones. That said, let us offer comments on some of the books against which ours would compete for adoption in introductory classes (if not for novelty).

John Perry and Michael Bratman, and John Martin Fischer (eds.), *Introduction to Philosophy: Classical and Contemporary Readings* 5<sup>th</sup> ed., Oxford University Press, 2009, 880 pp., \$79.95. This is a strong anthology with comprehensive coverage of traditional and novel (e.g., paradoxes) philosophical topics. In fact, its comprehensiveness is both its strength and weakness: there is simply too much in

this book for a single-semester class to make any progress. Our book somewhere shorter (i.e., 295,000 words) as Timothy McGrew, Marc Alspector-Kelly, and Fritz Allhoff (eds.), *Philosophy of Science: An Historical Anthology*, which Wiley-Blackwell published in March 2009. That book was 413,000 words and was printed at 660 pages; it sells for \$54.95. Assuming the printing densities and pricing was similar on *Philosophy*, we will be 400 pages shorter and at least \$20 less than Perry and Bratman. To be sure, almost 300,000 words is not a small book, but it is svelte by comparison. Size and cost, and novel coverage are our three principal advantages here.

Tamar Gendler, Sussana Siegel, and Steven Cahn (eds.), *The Elements of Philosophy: Readings from Past and Present*, Oxford University Press, 2007, 816 pp., \$79.95. This is another strong offering from OUP, and is quite similar in many ways to Perry, Bratman, and Fischer. The organization of this book is a bit odd, with traditional topics being pushed to the end of the book and, for example, moral and political philosophy being moved toward the front; political philosophy is rarely taught in introductory philosophy classes. (Moral philosophy is not even taught in all of them, though it is taught in enough that we have two units of it in our book.) Furthermore, there is a lot of material that we could not find being taught in *any* introductory classes (e.g., time travel, vegetarianism, just war, perception). This book is current (cf., Perry, Bratman, and Fischer), but cost and length are still problems. And, again, there is no experimental coverage.

Steven M. Cahn, *Philosophy for the 21<sup>st</sup> Century: A Comprehensive Reader*, Oxford University Press, 2002, 864 pp., \$79.95. Comprehensive indeed: completing the triumvirate of OUP titles, all of which eclipse 800 pages. What distinguishes this book from the previous one on which he is also an editor? The organization is far more straightforward and comprises units on: philosophy of religion, epistemology, philosophy of science, metaphysics, philosophy of mind, philosophy of language, ethics, political philosophy, and philosophy of art. Coverage is more or less current, though the current edition is closing in on a decade old. This is a very good book, and perhaps the most popular introductory text, at least insofar as we would estimate given its frequency on syllabi. Cahn also assigns unit editors—as we did—which brings strong expertise to each unit. The length and the price are, again, daunting. And despite being 400 pages longer than our book, it has five fewer units, thus making each of his units almost twice as long as ours (cf., 100 versus 50 pages). This ultimately makes the units look cumbersome as there is no internal structure; the ethics unit alone has 24 readings which are not subdivided in any way.

We like that our book comes a few hundred pages shorter than the current OUP titles and, probably, \$20-\$25 less expensive. Our coverage and organization are simple and intuitive, which at least gives us an advantage over Gendler et al. But, ultimately, what sets our *Philosophy* aside is the integration of experimental readings with traditional ones: no other book does this. Given the rising interest in experimental philosophy, it makes sense to get a title out there that takes advantage of it; ours would be the first.

#### **IV. Length and Timeline**

We propose twelve units of roughly 30,000 words each; 25,000 words of primary source material and 5,000 words of unit introductions. As said in (I) above, we can expand or drop units given reviews. As it stands, we have 285,000 words for the units, and we would then have a volume introduction and perhaps various other front and back-matter on top of that. An index, for example, is one possibility, though McGrew et al.—a book of similar length and organization mentioned in (III)—did not have one. If reviewers think that an index is important, we could consider adding one, though an index for an edited volume is not always that helpful and otherwise just adds pages. Suggested readings are already included in each unit, so we do not have to add those to the book. All told, we are probably around 295,000 words at present.

Given reviewer feedback, we would like to revisit our contents and perhaps fortify/drop some units. That will take some time, but the units are otherwise already finished insofar as they've been edited. The time will predominantly come in what we allocate the unit editors for their introductions and bibliographies, but six months should be reasonable for this; it could probably even be shorter than that. Six months from date of contract would certainly be sufficient.

## V. About the Editors

### V.1 Volume Editors

**Fritz Allhoff**, Ph.D., is Assistant Professor of Philosophy of Western Michigan University with specializations in ethical theory, applied ethics, and philosophy of science. He has been a Research Fellow at the Centre for Applied Philosophy of Public Ethics at The Australian National University and has held fellowships at the Center for Philosophy of Science at the University of Pittsburgh and the Uehiro Centre for Practical Ethics at Oxford University. Fritz has edited eight books for Wiley-Blackwell, including a series on the history of philosophy, a book on the philosophy of science, and various popular titles; he is also the series editor for Wiley-Blackwell's *Philosophy for Everyone*.

**Ron Mallon**, Ph.D. is an Associate Professor of Philosophy at the University of Utah. His research is in philosophy of cognitive psychology, social philosophy (especially on race), moral psychology, and experimental philosophy (including work on reference, moral psychology, and philosophical methodology). He has authored or co-authored papers in *Cognition*, *Ethics*, *Journal of Political Philosophy*, *Midwest Studies in Philosophy*, *Mind and Language*, *Noûs*, *Philosophy and Phenomenological Research*, *Philosophy of Science*, *Social Neuroscience*, and *Social Theory and Practice*. He has been the recipient of a Charlotte W. Newcombe Doctoral Dissertation Fellowship, a Research Assistant Professorship at the University of Hong Kong, a Laurence S. Rockefeller Visiting Fellowship at the Princeton's University Center for Human Values, and an American Council of Learned Societies Fellowship, and he was the co-director of an NEH Institute on Experimental Philosophy in the Summer of 2009.

**Shaun Nichols**, Ph.D., is Professor of Philosophy at the University of Arizona, where he directs a research group on experimental philosophy. He has published widely at the intersection of philosophy and psychology, including a book on moral judgment, *Sentimental Rules* (OUP, 2004), as well as several articles in experimental philosophy on free will, responsibility, and cultural diversity. He is also co-editor (with Joshua Knobe) of *Experimental Philosophy* (OUP, 2008). He was the co-director of an NEH Institute on Experimental Philosophy in the Summer of 2009.

### V.2 Unit Editors

**Alexandra Bradner**, Ph.D., is Assistant Professor of Philosophy at Denison University in Granville, Ohio. Her research concerns pragmatic approaches to explanation and understanding.

**James Beebe**, Ph.D., is Assistant Professor of Philosophy at the State University of New York, Buffalo. He works primarily in mainstream and experimental epistemology.

**Emily Esch**, Ph.D., is Assistant Professor of Philosophy at College of Saint Benedict and Saint John's University in central Minnesota. Her research is in the philosophy of mind.

**Eric Mandelbaum**, Ph.D. (c), is a graduate student at the University of North Carolina, Chapel Hill. His research is focused on my research is focused on philosophy of cognitive science and philosophy of mind.

**Stephen G. Morris**, Ph.D. is Assistant Professor of Philosophy at the College of Staten Island (CUNY). His research interests include ethical theory, the philosophy of biology, free will, and moral psychology.

**Mark Phelan**, Ph.D. (c), is Lecturer in Cognitive Science at Yale University. His research focuses on philosophy of language and philosophy of psychology.

**Michael Shaffer**, Ph.D., is Associate Professor of Philosophy at St. Cloud State University. His research interests are in epistemology, logic and the philosophy of science.

**Tamler Sommers**, Ph.D., is Assistant Professor of Philosophy at the University of Houston. His research focuses on issues in ethics, free will, and moral responsibility.

**Kevin Timpe**, Ph.D. is Associate Professor of Philosophy at Northwest Nazarene University. His research focuses primarily on metaphysics, free will and moral responsibility, and philosophy of religion.

**Joshua Weisberg**, Ph.D., is Assistant Professor of Philosophy at the University of Houston. His research is on consciousness and the mind-body problem.

**Chris Weigel**, Ph.D. is Associate Professor of Philosophy at Utah Valley University. Her primary research interest pertains to free will and moral responsibility.

**Jennifer Cole Wright**, Ph.D. is Assistant Professor in Psychology at the College of Charleston in Charleston, SC. Recently, her research has explored how young children begin to understand and explore morality and how our understanding of morality influences our tolerance for divergent beliefs and practices.

**Anand Vaidya**, Ph.D., is Assistant Professor of Philosophy at San Jose State University. His research interests are in epistemology, philosophical methodology, and philosophy of mind.

## VI. Contents

### VI.1 Brief Contents

Unit	Topic	Editor(s)
1	Philosophical Method	Anand Vaidya and Michael Shaffer
Part I: Knowledge & Reality		
2	Belief in God	Kevin Timpe
3	Skepticism & The Analysis of Knowledge	Anand Vaidya and James Beebe
4	Causation and Explanation	Alexandra Bradner
Part II: Mind & Self		
5	Mental States	Mark Phelan and Eric Mandelbaum
6	Consciousness	Emily Esch and Joshua Weisberg
7	Free Will & Moral Responsibility	Stephen Morris and Chris Weigel
8	Persons and the Self	Emily Esch
Part III: Value Theory		
9	Moral Relativism	Jen Wright and Tamler Sommers
10	Normative Ethics	Kevin Timpe

### VI.2 Expanded Contents

[See following.]

# An Introduction to Philosophy: Traditional and Experimental Readings

## Word Counts

Unit 1	Philosophical Method	Anand Vaidya and Michael Shaffer	
1.1	Anand Vaidya and Michael Shaffer	Introduction and Annotated Bibliography	5,000
1.2	Plato	"Meno" (§§71-80)	3,900
1.3	Ludwig Wittgenstein	<i>Philosophical Investigations</i> (§§65-69)	2,000
1.4	Frank Jackson	"Précis From <i>Metaphysics to Ethics</i> : A Defense of Conceptual Analysis"	3,000
1.5	Stephen Stich	"Plato's Method Meets Cognitive Science"	3,000
<b>Total:</b>			<b>16,900</b>

## Part I: Knowledge & Reality

Unit 2	Belief in God	Kevin Timpe	
2.1	Kevin Timpe	Introduction and Annotated Bibliography	5,000
2.2	Anselm	<i>Proslogium</i> (chs. 2-5) and "Gaunilo's Critique on Behalf of the Fool"	3,620
2.3	Thomas Aquinas	<i>Summa Theologiae</i> (I.2.3)	1,033
2.4	William Paley	<i>Natural Theology</i> (chs. 1-2)	3,561
2.5	Blaise Pascal	<i>Pensées</i> (§3)	1,356
2.6	Sigmund Freud	<i>Future of an Illusion</i> (pp. 1-7, 17-28, 42-44, edited)	2,795
2.7	Alvin Plantinga	<i>Warranted Christian Belief</i> (pp. 137-140, 192-198, edited)	3,720
2.8	Deborah Keleman	"Are Children Intuitive Theists?"	4,938
2.9	Daniel Dennett	<i>Breaking the Spell</i> (pp. 14-17, 34-40, 167-173, 189-193, 308-312, edited)	5,100
<b>Total:</b>			<b>31,123</b>

Unit 3	Skepticism & The Analysis of Knowledge	Anand Vaidya and James Beebe	
3.1	Anand Vaidya and James Beebe	Introduction and Annotated Bibliography	5,000
3.2	Sextus Empiricus	<i>Outlines of Pyrrhonism</i> (1.1-13)	3,000
3.3	Descartes	"Meditation I"	2,214
3.4	Locke	<i>Essay concerning human understanding</i> , Book II, ch. 8	4,500
3.5	Berkeley	Principles, excerpts	3,000
3.4	Edmund Gettier	"Is Justified True Belief Knowledge?"	1,000

3.5	Alvin Goldman	"What is Justified Belief?" (pp. 1-3, 8-18)	7,000
3.6	Stacey Swain et al.	"The Instability of Philosophical Intuitions" (pp. 138–147, 153–155)	4,400
3.7	Shaun Nichols et al.	"Metaskepticism" (pp. 228-233, 235, 243, 246, edited)	6,000
<b>Total:</b>			<b>36,114</b>

<b>Unit 4</b>	<b>Causation</b>	<b>Alexandra Bradner</b>	
4.1	Alexandra Bradner	Introduction and Annotated Bibliography	5,000
4.2	Aristotle	<i>Physics</i> (II.1, 3, 8, 9)	4,500
4.3	David Hume	<i>Enquiry Concerning Human Understanding</i> (§§IV-V, edited)	6,900
4.4	Thomas Reid	<i>Essays on the Active Powers of the Human Mind</i> (Essay 4, chapter 9, First comment)	650
4.5	Alison Gopnik et al.	"Causal Learning Models in Very Young Children" (pp. 620-624, 626-629, edited)	5,570
4.6	Brian Scholl and Patrice Tremoulet	"Perceptual Causality and Animacy" (pp. 299-302, edited)	2,051
<b>Total:</b>			<b>24,671</b>

## Part II: Mind & Self

<b>Unit 5</b>	<b>Mental States</b>	<b>Mark Phelan and Eric Mandelbaum</b>	
5.1	Mark Phelan and Eric Mandelbaum	Introduction and Annotated Bibliography	5,000
5.2	René Descartes	"The Passions of the Soul" (1.2-4, 1.10, 1.16-17, 1.31-32, 1.34-6, 1.40-43)	2,165
5.3	B.F. Skinner	"The Causes of Behavior" (pp. 9-10, 13-15, 17, 68-70, edited)	2,300
5.4	Jerry Fodor	<i>Psychosemantics</i> (pp. 1-10, edited)	3,207
5.5	Daniel Dennett	"Real Patterns" (pp. 27-39)	5,787
5.6	Paul Churchland	"Eliminative Materialism and the Propositional Attitudes" (pp. 67-68, 72-76, 84-90)	2,006
5.7	Ron Mallon et al.	"Against Arguments from Reference" (§§1, 2, 4)	3,578
5.8	Joshua Knobe	"Reason Explanation in Folk Psychology" (§1 edited, §§3-11, appendix)	5,924
<b>Total:</b>			<b>29,967</b>



Unit 6	Consciousness	Emily Esch and Joshua Weisberg	
6.1	Emily Esch and Joshua Weisberg	Introduction and Annotated Bibliography	5,000
6.2	Descartes	"Meditation II"	4,000
6.3	Gottfried Leibniz	<i>The Monadology</i> (§§1-29)	2,000
6.4	T. H. Huxley	<i>Lessons in Elementary Physiology</i> 8 (Djinn passage)	300
6.5	Frank Jackson	"Epiphenomenal Qualia" 127-130, 133-136	4,000
6.6	David Chalmers	"The Puzzle of Conscious Experience"	4,000
6.7	Patricia Churchland	"The Hornswoggle Problem"	4,000
6.8	Adam Arico	"Folk Psychology, Consciousness, and Context Effects" (edited)	5,000
<b>Total:</b>			<b>28,300</b>

Unit 7	Free Will & Moral Responsibility	Stephen Morris and Chris Weigel	
7.1	Stephen Morris and Chris Weigel	Introduction and Annotated Bibliography	5,000
7.2	Kai Nielsen	"The Compatibility of Free Will and Determinism" (pp. 55, 56-59, 61-62, edited)	2,100
7.3	Roderick Chisholm	"Human Freedom and the Self" (§§ 2-9, 11-12, edited)	4,800
7.4	Galen Strawson	"The Impossibility of Moral Responsibility" (pp. 5-16, 22)	3,400
7.5	Nahmias et al.	"Surveying Freedom" (pp. 561, 567-572, 578, edited)	7,000
7.6	Shaun Nichols and Joshua Knobe	"Moral Responsibility and Determinism" (pp. 663-673, 675-679, 680-681, edited)	7,000
<b>Total:</b>			<b>29,300</b>

Unit 8	Persons and the Self	Emily Esch	
8.1	Emily Esch	Introduction and Annotated Bibliography	5,000
8.2	John Locke	<i>Essay Concerning Human Understanding</i> (II.27.1, 6-7, 9-20; IV.9)	4,500
8.3	Thomas Reid	"Of Mr. Locke's Account of Our Personal Identity"	600
8.4	David Hume	<i>Treatise of Human Nature</i> , I.6	4,300
8.5	Derek Parfit	"Divided Minds and the Nature of Persons"	4,200
8.6	Tim Bayne	"The Phenomenology of Agency"	8,000
<b>Total:</b>			<b>26,600</b>

## Part III: Value Theory

Unit 9	Moral Relativism	Tamler Sommers and Jen Wright	
9.1	Jen Wright and Tamler Sommers	Introduction and Annotated Bibliography	5,000
9.2	Herodotus	"Culture Is King"	500
9.3	Plato	<i>Republic</i> (II.357-367)	3,900
9.4	James Rachels	"The Challenge of Cultural Relativism"	6,000
9.5	Gilbert Harman	"Is There a Single True Morality?"	5,500
9.6	John Doris and Stephen Stich	"Moral Disagreement"	5,000
9.7	Michele Moody-Adams	"Empirical Underdetermination of Descriptive Cultural Relativism"	5,000
<b>Total:</b>			<b>30,900</b>

Unit 10	Normative Ethics	Kevin Timpe	
10.1	Kevin Timpe	Introduction and Annotated Bibliography	5,000
10.2	Aristotle	<i>Nicomachean Ethics</i> (I.13, II.1-5, II.7-9)	6,065
10.3	John Stuart Mill	<i>Utilitarianism</i> (ch. 2)	5,085
10.4	Immanuel Kant	<i>Groundwork on the Metaphysics of Morals</i> (II.4:411-417, 419-25, 428-434, 436-439)	5,529
10.5	John Doris	"Persons, Situations, and Virtue Ethics" (pp. 504-514, 516-517, 519-520, edited)	4,494
10.6	Joshua Greene	"The Secret Joke of Kant's Soul" (pp. 35-48, 59-63, edited)	4,827
<b>Total:</b>			<b>31,000</b>

<b>Unit Totals:</b>	284,875
<b>Volume Introduction:</b>	5,000
<b>Biosketches and Index:</b>	5,000
<b>Book Total:</b>	294,875