

SECTION V. SABBATICAL LEAVE APPLICATION

Edward Haven

1/10/23

Name (Open Print Preview to have your name populate throughout the form)

Date

Los Medanos

Fall 2023

College

Sabbatical leave period requested

Philosophy and Humanities

6 1/2

Teaching field(s)

Years of service in CCCC

Have you had previous Sabbaticals? If "yes" give time period(s) and activity (activities).

No

Indicate type of Sabbatical program (see United Faculty Agreement, Section 12.5.6) If program can be categorized by more than one type, check where applicable.

- Institutional study (complete Form A)
- Travel (complete Form B)
- Professional Study and/or Creative Study (complete Form C)

GENERAL SUMMARY OF SABBATICAL PROGRAM

(GIVE A 100-WORD MAXIMUM STATEMENT)

Trump and Putin undermined the rule of law. The Nine Dot Prize asks, "Why has the rule of law become so fragile?" Contingent on winning the prize, for which I am already in consideration, I will complete a 25,000 to 40,000-word book, published by Cambridge University Press. I will argue the fragility of the Law is not new, but an inherent mechanism of the Law, which has been exposed. The prize includes a Fellowship at Cambridge University for October through December, where I will do extensive research into the philosophy of law, specifically roots of Judeo-Christian and Common Law.

VALUE TO EDUCATIONAL PROGRAM

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 1, 2, 3 and 4)

Describe how the proposed sabbatical will benefit the educational program. In particular:

1. *How will it benefit students, programs, or staff/colleagues?*

At Los Medanos College teaching the Law rests between several departments, namely Administrative Justice, Political Science, Communications, and Philosophy. This responsibility has been codified in the new Law, Public Policy and Society AS-T. This degree creates a cross-discipline relationship and responsibility for law students at LMC.

This project will fund a deeper and richer understanding of the philosophy of Law at LMC. As I am the only full-time member of philosophy, it benefits the students directly in three ways: 1. in the classroom, 2. as we design new curricula to meet the needs of our students, and 3. as we deepen our partnerships with other departments.

1. Many philosophy students join the major to work towards law degrees. It will benefit these students to have a faculty member well-versed in Philosophy of Law. This knowledge will directly benefit students in the classes which I teach. This will be indirect as it will fund a better understanding of the law when I teach a course like medical ethics. It will have significant impact on Phil-120 Introduction to Ethics. This course is becoming the backbone of the LPPS AS-T, as it will provide the ethical background for students going into the Law. It will benefit students to have a professor knowledgeable in the field of Philosophy of Law because I can build the class to address topics relating to justice and the Law. At the moment I shy away from these topics as it is a new topic of study for me.

2. This course of study, will help develop the curriculum. Phil-133 Political Philosophy and Thought. One of the most popular courses in the philosophy program, and a recommended course for the LPPS AS-T, we just lost the adjunct who teaches this course. Professor Hiscocks in Political Science and I are working towards teaching this class together. This work would directly inform the improvement of this course.

3. This will benefit the LPPS program. Professor Hiscocks and I are the leads on this degree. Developing a knowledge base in philosophy of law will help me better direct this degree as well as work with students outside of philosophy who are interested in law. I will be in a better position to step up and lead a law program, including events, guest speakers, LSAT prep, etc. My study will do this by allowing me to take courses at Cambridge, giving me a foundation for confidently directing the program.

2. *How will it enhance and/or improve your background and professional competence?*

This project will enhance my background and professional competence in three ways.

1. The fellowship at Cambridge university will allow me to take a class and engage in dialog with expert faculty. The University of Cambridge is the top-ranked philosophy of law program in the English-speaking world. [<https://www.philosophicalgourmet.com/theory-of-value/>] The college offers a wealth of courses which I can sit in on and faculty I can meet with to learn.

2. I will write a published work in the field of philosophy of law. This work will provide an opportunity for deep research into the history and organization of law, to make sense of the unthreading of the law we see in a postmodern world. I hope to make a definitive contribution to framing our current times.

3. This published book in concert with my other essays on the philosophy of the law, will provide me a platform for further work and partnerships in the field. This will allow me to continue to develop my

knowledge, experience, and competence. It will give me connections I can use to help students transfer into beneficial programs or further their studies.

3. *How will it relate to your ongoing professional assignment?*

In the job description for my position, the job was not referred to as a professor of philosophy, but rather the college philosopher. I take that role seriously. As the Athenians in ancient Greece found out, it is an essential part of a thriving community. We need to be able to look deeper, as to why and find the grounding principles which will lead to the best decisions.

This project relates to my teaching assignment. I will develop a foundational knowledge base for philosophy of law, which will fund my classrooms. This is particularly true of Ethics courses and Political Theory and Thought.

This project relates to my departmental assignment. I am the only full-time faculty in philosophy. It is my job to best position the philosophy program and coursework for student success. I am responsible for developing all course outlines. We have no adjuncts with experience in philosophy of law. As a result, this is a gap in the program's knowledge base, which I have a responsibility as department lead to make sure is filled.

At my College, we must provide students with pathways to careers. For philosophy, this can look different. However, one of the clearest connections is in the law. Students looking for a pathway to the law, need a solid platform.

4. *How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?*

The depth and scope of this project exceed the reading of a few books. The opportunity to work and study at Cambridge University will provide a depth of knowledge that I could not attain on my own. This intensive study and completion of the book will require a full-time focus on the work.

As stipulated by the grant, it is awarded in May and the book needs to be completed by January 2nd, 2024. The process of writing a well-researched academic book, meeting the standards of Cambridge University press exceeds anything I could do while taking on a full load. It will occupy all of my waking hours.

Name

PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 5 and 6). Note that Rubric 6 regarding the "Proposed Evidence of Completion" is weighted twice that of all other rubrics.

Identify specific objectives and describe in detail the evidence that will accompany your report, which indicates that you have met each objective. The product of your approved sabbatical leave program will be subject to review by the Sabbatical Leave Committee at the time of making your final report. Examples follow:

Institutional study

Objective: 9 units of graduate level history courses as indicated on Form A will be taken at ... University.

Evidence: (Here you would describe the transcripts, class notes, exams, class projects, etc., you would submit as evidence of completing these units.)

Travel

Objective: Travel to archeological zones in Central America.

Evidence: (Here you would describe exactly what you plan to submit to document your sabbatical leave travel. You should specify the kinds of things you will present, like journals, artifacts, and slides, and you should give the committee an idea of the extent of the evidence by specifying the minimum number of slides, pages in a journal, number of museums, etc. If you so state, you must provide tangible evidence in your final sabbatical leave report that you have, in fact, written the minimum number of pages you proposed, visited the minimum number of archaeological zones you proposed, etc.

Professional study and/or creative study

Objective: Compose a musical score or write a textbook.

Evidence: (Here you would clearly indicate the scope of the project, including the minimum number of pages you plan to write, approximate length, an outline of the contents, description of the complexity, etc.)

The Committee will rely on the information you provide in the evidence section to determine if you have met the contractual obligation of the leave.

Travel Objectives

Objective: Audit Cambridge courses related to philosophy of law

Evidence: I will submit no less than two pages of notes and a one-page reflection per day of class attended. The reflection will seek to understand the larger connection to my developing position and work.

Objective: Present my work at Cambridge Seminars

Evidence: Per the agreement of the prize, I will present at least one seminar in October (2023) and at least one progress report presentation at CRASSH (Center for Research in the Arts, Social Sciences and Humanities). For each of these presentations, I will submit a presentation outline and notes. In addition, if these events are recorded, I will provide the recording.

Professional Study

Objective: Research the roots of Judeo-Christian law

Evidence: An annotated bibliography of 10 sources. The annotated bibliography will include a one-page summary of the work and a reflection on its value to this project.

Objective: Research the roots of Common Law

Evidence: An annotated bibliography of 10 sources. The annotated bibliography will include a one-page summary of the work and a reflection on its value to this project.

Objective: Research postmodern theories of the Law, including secondary work on Derrida and Foucault.

Evidence: An annotated bibliography of 10 sources. The annotated bibliography will include a one-page summary of the work and a reflection on its value to this project.

Objective: Research contemporary destabilization of the Law

Evidence: An annotated bibliography of 10 sources. The annotated bibliography will include a one-page summary of the work and a reflection on its value to this project.

Objective: Complete a final manuscript

Evidence: a 25,000 to 40,000-word final manuscript, submitted to Cambridge University Press on January 2nd, 2024

Objective: Share my work with the faculty at Los Medanos College

Evidence: Scheduled 1 ½ hour flex presentation for Spring 2024

Name

INSTITUTIONAL STUDY Form A		
<i>Name of Institution</i>	<i>Place of Institution</i>	
<i>Period of Attendance</i>	<p>UNDERGRADUATE LEVEL</p> <p><input type="checkbox"/> Semester units to be attempted*</p> <p><input type="checkbox"/> Quarter Units to be attempted</p> <p style="margin-left: 20px;">*(Minimum 12 semester units)</p> <p style="margin-left: 20px;">*(Minimum 18 quarter units)</p> <p style="margin-left: 20px;">*Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.</p>	<p>GRADUATE LEVEL</p> <p><input type="checkbox"/> Semester units to be attempted*</p> <p><input type="checkbox"/> Quarter units to be attempted</p> <p style="margin-left: 20px;">*(Minimum 9 semester units)</p> <p style="margin-left: 20px;">*(Minimum 13.5 quarter units)</p> <p style="margin-left: 20px;">*Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.</p>
<p>Accepted for Admission:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other</p> <p><i>If "Yes," attach evidence of admission.</i></p> <p><i>If "Other," explain:</i></p>		
<p>List courses and unit value from the institution's catalogue. In case your choice of courses is not available, please indicate substitutions. (The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the scope of your studies is clearly defined.)</p> <p><i>* A full load is considered to be 12 semester units of undergraduate work or 18 undergraduate quarter units, or 9 semester units of graduate work or 13.5 quarter units at an accredited college/university.</i></p>		

Name

**TRAVEL
Form B**

Plan: Itinerary (The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the purpose, duration, and schedule of your travel are clearly delineated.)

Place	Duration of Visit	Purpose
Cambridge University	October - December	Research Fellowship at Center for Research in the Arts, Social Sciences and Humanities as part of the grant (more details in the timeline below)

Name

PROFESSIONAL STUDY AND/OR CREATIVE STUDY Form C

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Units completed at any unaccredited and/or international institutions will not be considered. Be sure the kind and scope of your study methods, resources, and activities are clearly delineated. Include an estimate of the time that will be spent engaged in various activities.)

This project builds off work I began over a year ago, in the study of Derrida’s interpretation of the Law within Kafka’s parable ‘Before the Law’ and in my contemporary humanities class which seeks to understand the shift towards post-modernism. This project will seek to articulate this work into a cohesive finding and explanation of a post-modern understanding of the law. The book is broken into four major parts which will each require dedicated research:

1. The Law
2. The History of the law
3. Discrimination and outliers
4. Exposing the secret.

(A full outline of chapters is listed below the timeline)

Timeline

1. Submitted Application January 22nd, 2023
2. Prize Winner Announced May 2023
3. Prior to Sabbatical (June 1st to August 1st)

Chapter 2 The Promise of the Law

Chapter 3 The Secret of the Law

Chapter 7 The Force of the Law

Chapter 8 Justice as Discrimination

Identify Cambridge Classes to Audit

4. Sabbatical (August 1st to January 2nd)

Timeline (4cd semester)	Chapters and Research	Deliverables (completed chapters) ¹
Week -2	Research Common Law (5 Sources) 9. “No Justice, No Peace” Dr. 1	
Week -1	Research Common Law (5 Sources) 9. “No Justice, No Peace” Dr. 2 10. Breaking Unbreakable Laws Dr 1	
Week 0 (LMC Flex)	10. Breaking Unbreakable Laws Dr 2 4. Common Law Dr. 1	9. “No Justice, No Peace”

¹Items highlighted in green demark deadlines set by Cambridge University Press

Week 1 (Start of Semester)	Research Judaeo-Christian Roots (5 Sources) 4. Common Law Dr. 2	10. Breaking Unbreakable Laws
Week 2	Research Judaeo-Christian Roots (5 Sources)	4. Common Law
Week 3	Research Postmodern Law, relating to Judaeo-Christian Law (5 Sources) 5. Judaeo-Christian Law Dr. 1	
Week 4	Research Postmodern Law, focus on Foucault Archaeology of Knowledge (5 Sources) 5. Judaeo-Christian Law Dr. 2 6. Knowledge is Power Dr. 1	
Week 5	Finish Postmodern Research 6. Knowledge is Power Dr. 2	5. Judaeo-Christian Law
Week 6	Travel to Cambridge Connect with and Orientation to Cambridge	6. Knowledge is Power
Week 7	Research contemporary destabilization of the Law (5 Sources) Research Sovereign Democracy 9. I know something you do not ... Dr. 1	October 1st 60% of Manuscript
Week 8	9. I know something you do not ... Dr. 2 Research contemporary destabilization of the Law	
Week 9	Prepare Presentations 10. Conman or King Dr. 1	9. I know something you do not ...
Week 10	10. Conman or King Dr. 2 11. The Irony of it All Dr. 1 Submit Flex for Spring 24	End of October: CRASSH Progress Presentation CRASSH Seminar
Week 11	11. The Irony of it All Dr. 2 12. Hey, that's not fair! Dr. 1	10. Conman or King
Week 12	12. Hey, that's not fair! Dr. 2 1. Introduction Dr. 1	11. The Irony of it All

Week 13	Edits from key learning in course work Identify chapters in need of rewrite	12. Hey, that's not fair! 1. Introduction
Week 14	Rewrite chapters	
Week 15	Rewrite chapters Write draft 1 manuscript	
Week 16 (last week of Semester)	Return from Cambridge	1st Draft
Week 17	Draft Manuscript	
Week 18	Finalize 2nd Draft of Manuscript	2nd Draft
Week 19	Holiday Week	
Week 20	Submit Final Manuscript	January 2nd: Final Manuscript due

5. Post sabbatical

January

Submit Sabbatical Report

Present at FLEX

Spring 24

Finalize Publication, for publication May 24

Submitted Book Outline

1. Introduction

As the name suggests, this chapter will serve as an introduction to the text, provide global context, and position the author. It will ask the question and frame its significance to the reader.

2. The Promise of the Law

This chapter will serve as an exposition of promises and the promise of the Law. It will look at the many different forms the promise takes on, such as justice, equity, and access to the Law.

3. The Secret of the Law

This chapter will serve as an exposition of the secret of the Law. This chapter will explore the many roles of what I will call gatekeepers (those who protect the Law and its secret), from administrators to police officers and politicians.

4. Common Law

To uncover the secret of the law, we will look at three historical moves, which constitute the law as we understand it today. The first covers the history of the formation of the common law system and liberal law as conceived by John Locke, JS Mills, and others. This will tie to the promises of the law.

5. Judeo-Christian Law

The other root of western law comes from the Judeo-Christian conception. I will focus on Jewish Law. This will take work from Maimonides and Derrida, to show humanity as exiled from the divine commandment of God and

explore Jewish parables. This will connect to the promise of the law as transcendent and the requirement for service to the law.

6. Knowledge is Power

We have all heard the expression knowledge is power, this is only possible once knowledge becomes legal. The two historical roots are codified when knowledge transitions to law, for example when biology changes from taxonomy to 'laws' like evolution. Funded by the work of Foucault from *The Order of Things* and *The Archaeology of Knowledge*. I will show from his work power comes from discrimination and exclusion.

7. The Force of the Law

The expression "force of law" does not exist in every culture but captures the power of the Law. Here I will lay out the force of the law as derived from the secret. It will show it is a force that shapes society and citizens and the grounds for all public discourse. As well as the series of contradictions, which give the law power (such as present and absent, ideal, and simple, in greater detail than my summary). Funded by the work of Foucault from *The Order of Things* and *The Archaeology of Knowledge*.

8. Justice as Discrimination

For those who will not conform to the shaping force of the Law. They met the full force of the Law. This chapter will explore those marginalized and discriminated against by the Law. It will outline the difference between citizens and criminals. I will look at examples from the criminal justice system and the treatment of the mentally ill.

9. "No Justice, No Peace"

Some people are subject to segregation and discrimination under the Law, using historical examples of Black Americans, this will explore not just the criminal but the marginalized.

10. Breaking unbreakable Laws

What does it mean to break the Law? This chapter will explore revolutionaries and protesters. People who seek to change the Law by exposing the secret of the Law, who have a sense of justice beyond the Law. Do we have an obligation to work within the Law to change things, or is a change from within impossible? Can revealing the truth (exposing the secret) be enough to make a change? I will argue yes. In the process, I will look at the debate between Martin Luther King's letters in a Birmingham Jail and Socrates in the *Crito*.

11. I know something you do not ...

This chapter will cover the rise of Sovereign Democracy through the conceptual framework of Vladislav Surkov's non-linear warfare and Putin's implementation of it. It will work historically through the major incidence and recent conflicts of the Russian state. In the process, I will show Putin is using the secret of the Law as a weapon.

12. Conman or King

This chapter will outline the new stance before the Law, in which one is neither lawful nor criminal, neither under nor above the Law. I will use Trump as the paradigmatic case, and explore his games with the Law, throughout the elections and his presidency. I will look at the destruction created by his abuse of the Law. I will also look at why his supporters love him and why so many look positively for the deconstruction of the Law.

13. The Irony of it All

The dominant tool used is irony. I will explore post-modern irony and show how the change which is making the Law fragile is a tonal one. It is not about what they say but how they say it, for example, Trump's dog-whistling to racists.

14. Hey, that's not fair!

For those who take the Law seriously, the new position of people like Putin poses a serious threat to the rule of Law. Unknown to the serious citizens, those exploiting the secret are counting on it. What they are doing only works if others take the Law seriously. This chapter will explore what it means to take the Law seriously and if seriousness is not the answer, how we can defend the Law. This will be the closest thing to a solution that I will propose in the text.

