342: Metaphysics
Prof. Patrick Dieveney patrick.dieveney@csulb.edu

This course is an introduction to contemporary metaphysics. The central aim of the course is to provide students with a broad background in many of the central issues in metaphysics. Some of the topics that will be covered include: problems with identity and change over time, different views of necessity and possibility, agent causation and free will. Throughout the course, we will address questions such as: What is the nature of time? How can an object change over time yet remain the same object? What makes a person the same person over time? Is time travel possible? Are our actions free or causally determined? If we lack free will, can we make sense of moral responsibility?

352i: Philosophy of Law
Professor: Amanda Trefethen atrefeth@csulb.edu

TOPICS: This course will introduce students to the study of philosophical topics related to law and its adjudication. Some of the questions we will address include: What is law? Why, when, and how are we constrained by the law? Is there an essential relationship between law and morality? Can there be a "right answer" in legal disputes? And what does it mean to have "liberty"? Toward this end, we will analyze the more theoretical debates between legal
positivism and natural law, as well as engage in a discussion of more specific legal and normative topics such as tort law, the insanity defense, free speech rights, paternalism, and the duty to rescue. Our readings will be drawn primarily from the historical development of the philosophy of law, including pieces by such philosophers as Thomas Aquinas, J.S. Mill, John Austin, H.L.A. Hart, Lon Fuller, John Rawls, and Ronald Dworkin.

**REQUIREMENTS:** To meet the University requirements for IC courses, students will have a writing assignment no later than the fifth week of the semester, with sustained writing throughout the course. Requirements for the course include: significant class participation, three written case briefs, a short paper (5 pages), a take-home examination, an in-class mid-term examination, and a comprehensive, two-hour, in-class, final examination.

**TEXT:** Philosophical Problems in the Law, David M. Adams. (4th ed.)

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**381i: Philosophy of Science**

Prof. Cory Wright: cory.wright@zoho.com

*PHIL381i* is an introduction to core issues in contemporary philosophy of science. These include scientific reasoning, models and modeling, the distinction between science and pseudoscience, the problems of induction and confirmation theory, scientific laws, and conceptions of scientific explanation. A range of philosophical positions will be considered, including naturalism, empiricism, and scientific realism, as well as a variety of figures, including Popper, Hempel, Kuhn, Salmon, and Lauden. The course will focus on a range of subdisciplines rather than any particular one. Students need not have a background in science; but are strongly encouraged to bring to the discussion material from sciences that they’re familiar with if they do. Having completed the course, students will have an appreciation for the central issues in philosophy of science, will be better prepared to critically assess reasoning in scientific texts, and will have developed both their skills in writing and analysis and their abilities to articulate and evaluate arguments.

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**421/521: Plato**

Professor Max Rosenkrantz max.rosenkrantz@csulb.edu

We will read the *Theaetetus* and *Sophist*, two of Plato’s most philosophically rich dialogues.

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**451i: Race, Ethnicity and Gender in American Law**

Professor: Amanda Trefethen: atrefeth@csulb.edu

This course will examine the nature of basic constitutional notions, such as liberty, justice, and equality, against the backdrop of an American legal history too frequently blighted by systematic and pervasive human inequality. In short, this course will examine the social construction of race, ethnicity, and gender and consider when and to what extent this construction has served as a legal sanction for perpetuating an exclusive, rather than inclusive, interpretation of "justice." In the process we will ask (and find surprising answers to) such questions as: Does Race Exist? What is Justice? Can the Sexes be Equal?
GENERAL EDUCATION: This course can be "triple-counted," as (1) 3 units of the University Interdisciplinary (IC) requirement, (2) 3 units of the University Human Diversity (HD) requirement, and (3) 3 unit credits for the philosophy major OR 3 units of C.2.b. "Philosophy" for non-majors.

COURSE REQUIREMENTS: The University IC requirements include substantial writing. To comply, the course will require (1) a 1000-word essay on the assigned readings due at the end of the fifth week, (2) an in-class essay mid-term exam, (3) a take-home exam, (4) an in-class essay final exam, and (5) additional points for legal briefing and in-class participation.

TOPICS: We will begin by considering the nature of "justice," with special attention to issues of race, ethnicity, and gender. We will then consider how the law historically has identified and distinguished these groups, how these distinctions have been justified and implemented by the law, and how the law has developed to reject different treatment. We will read both philosophical texts and extensive court decisions. We will read philosophical texts by Catherine MacKinnon, John Stuart Mill, Naomi Zack, Thomas Nagel. Susan Okin, John Rawls, Alex de Tocqueville, Richard Wasserstrom, and others. To comply with the University HD requirements, we will consider court decisions which address African-Americans, Asian-Americans, Latinos, Native Americans, and women.

TEXT: Ethical Issues in the Courts: A Companion to Philosophical Ethics (Julie Van Camp, Wadsworth Publishing, 2000) We also will use a course supplement, available at the University Bookstore in late August, e-reserve materials, and public domain readings.

455/555 Philosophical Perspectives on Sex and Love
Prof. L. Nolan lawrence.nolan@csulb.edu

This course explores philosophical issues about love, sex, and friendship. Many of these issues were largely neglected by academic philosophers until fairly recently, but in the past few decades a surprisingly rich body of philosophical literature has emerged in this field and we will read and discuss a sample of it. Some of the debates include whether one loves another person for his/her properties or features and whether there are reasons for loving someone. If so, does this mean that love is in jeopardy when someone changes? How does the property view explain the fact that many people remain in love even after their properties change over time and that parental love often persists despite unpleasant changes? Does it make sense to say that one can “justify” one’s love or at least offer a rational explanation of it? An alternative view is that the source of love is not a person’s properties but the loving relationship itself and its historical nature. But if that is right, how do we explain how people fall in love in the first place? The focus of the course will be on romantic love, but we will also discuss other forms of love, such as love of friends, parental love of children, love of country, etc. Should one form of love be a model for others? Is there a common core that all forms of love share?

Turning to another topic treated in the course, does sex have a purpose? If, as in the traditional Catholic view, the purpose of sex is procreation, then is non-procreative sex unnatural or perverse? If so, then everything from oral sex to masturbation is perverted—practices that most people believe are natural. This debate raises a general question about what counts as “natural.” Some contemporary philosophers have argued that sex is a form of communication and that sexual perversion is a form of failed communication. Others have argued that perversion merely a statistical notion: perverse acts are just those in marginal minorities. We will study various theories on this topic and also discuss the relation between sex and love.
Many of the readings to be assigned in the course are intellectually demanding and are not appropriate for the beginner in philosophy. If you have done well in a lower-division course, however, and are willing to read carefully then this course may be suitable for you. We will read both historical and contemporary sources.

Course Requirements
a) Regular attendance and frequent participation
b) Two take-home assignments
c) Final Exam
d) Extra-credit option

491/591: Selected Topics in Modern Philosophy: Hume’s Writings on Religion
Professor Marcy P. Lascano marcy.lascano@csulb.edu

One considerable advantage that arises from philosophy consists in the sovereign antidote which it affords to superstition and false religion. All other remedies against that pestilent distemper are vain, or, at least uncertain. Plain good sense, and the practice of the world, which alone serve most purposes of life, are here found ineffectual: History as well as daily experience affords instances of men, endowed with the strongest capacity for business and affairs, who have all their lives crouched under slavery to the grossest superstition.”

David Hume, “Of Suicide”

Contemporary critics of religion have nothing on David Hume (1711 – 1776). Hume produced deep and devastating arguments against religious belief. His writings were the first volley in disputes between theists and atheists that continue to this day. Although Hume is best known as a moralist and epistemologist, his writings on religion are an important and provocative part of his corpus. He was one of the first completely atheistic philosophers, although in his works he proclaims a devotion to “true religion” – a notion that carefully excludes all actual religious belief and practice. In his work, we find arguments denying the immortality of the soul, the permissibility of suicide, the impossibility of credence in miracles and the afterlife, criticisms of the design and cosmological arguments, along with an account of the development of religious beliefs and their dangerous consequences. There is no aspect of religious belief that Hume’s work leaves untouched.

The aim of the course is to understand and evaluate Hume’s overall argument against religious belief. No previous knowledge of Hume’s work will be pre-supposed in the course. We will discuss his views on causation, induction, and personal identity, as they are essential to understanding his criticisms of religion.

Course Text
In addition, the instructor will provide several articles on Hume and relevant material from Hume’s other works.

Course Requirements
Undergraduate Students: There will be ten one-page response papers due in class over the term. In addition, there will be a short take-home essay midterm and final.
Graduate Students: There will be ten one-page response papers due in class over the term. In addition, there will be a short midterm paper and a final research paper (which can be developed from the midterm).

PHIL 493 / 593: Philosophy of Perception
Professor Alexander Klein Alexander.Klein@csulb.edu

Sensory perception puts us in touch with our surrounding environment. And yet our perceptual states are not always veridical—we are liable to being taken in by dreams, hallucinations, and a wide variety of illusions. So what kind of contact with the world, exactly, do our perceptual states establish? Some philosophers contend that our perceptions put us in touch with our environments directly; but this view makes it potentially difficult to explain the possibility of perceptual error. Others contend that our perceptual states put us in indirect contact with our environments, through the intermediary of ideas. But these views can make it difficult to explain how genuine knowledge of the external world is possible at all.

Our course will survey recent and historical work on this and other problems in the philosophy of perception. We will also cover some or all of the following questions: What is the connection between perception and emotion? What kinds of physical properties do our perceptual experiences represent? Is there a coherent distinction between sensation and perception? What is it for a mental state to be about some object?

The course will be run seminar-style. This means that classes will be primarily discussion-based, and participation will be not just encouraged but expected in every class meeting.

PHIL 496 / 596: Special Topics in Value and Evaluation: Moral Psychology
Professor Jason Raibley Jason.Raibley@csulb.edu

Overview:
This course provides an introduction to a range of topics in moral psychology. The course will begin with a discussion of four classic views on the problem of freedom of the will: libertarianism about free will, compatibilism (soft determinism), hard determinism, and revisionism. We will then consider moral responsibility, both as it relates to the free will question and as it relates to the contemporary psychological literature. Next, we will discuss the bearings of evolutionary psychology and multi-system psychology on classic questions about human nature. This will be followed by a discussion of the nature of moral judgment and how it relates to moral motivations and moral emotions. We will briefly consider the problems that psychopaths pose for certain accounts of moral judgment. Other topics will include: experimental findings concerning moral reasoning, whether there is such a thing as character (and what this means for normative theories that deploy the concept of character or virtue), and the nature of human well-being.

Required Texts:
It is your responsibility to obtain the following texts for the course:

PHIL 610 is designed to initiate first-semester graduate students into the program, and, more generally, into philosophy as it is practiced at higher levels of professional academic competence. The initiation into advanced philosophy will be achieved by equipping students with the skills in analysis, composition, and research that are appropriate for meeting the expectations of our MA program. Students will be trained in how to conduct themselves in a graduate-level setting, how to analyze texts through presentations and discussion, how to write focused, argumentative papers, how to conduct philosophical research, how to properly cite sources, and related skills. Students will know the expectations of the department and its faculty, including the requirements of the program, the department’s basic qualifying examination (BQE), the thesis option and non-thesis comprehensive exams. Students will understand the arguments of major texts in the area or subdiscipline that constitutes the subject matter of the proseminar. Students will be able to analyze philosophical texts, and will develop their ability to perform at a passing level on the department’s basic qualifying examination. Students will practice the mechanics of in-class presentations appropriate to graduate-level coursework. Students will know the standard resources for doing philosophical research. Students will practice composition skills, including topic selection, outlining and drafting, clear argumentation, prospectus and abstract writing, revision and editing, and proper citation.

The theme for the proseminar for Fall 2013 is Consent. We will look at this problematic philosophical concept from multiple vantage points. We will read work in bioethics that considers the problem of informed consent to medical treatment, work in the philosophy of law on consent in police encounters, work in feminism on structures of consent in sexual relations, and work in political philosophy on consent as a source of political obligation.

This course is run as a seminar, not as a lecture. This means that students will be expected to come to every class meeting prepared to discuss the readings and other assignments in a roundtable type setting. All students should plan on participating at every class meeting. All students should come prepared with questions, insights, and topics for class discussion for every class meeting. In graduate level seminars the professor serves largely as a facilitator for a course that is run jointly by the professor and students alike.

Each class meeting will have two components: a discussion component and a skills component. Typically, the first half of the class meeting will be devoted to discussing the week’s readings and the second half of the class will be devoted to developing skill sets in graduate-level work. Sometimes these two components of the class meeting will be integrated with one another; on student presentation days, this will certainly be the case.
What is epistemology? More specifically how has western philosophy framed and formulated theories of knowledge? Are there viable, even superior frameworks? What impact should other academic disciplines have on a theory of knowledge? What role should intuitions, subjective certainty, and a priori reasoning play in formulating a theory of knowledge? This seminar considers the nature and role naturalism and reliabilism in epistemology as well as epistemology’s role in Cognitive Science and vice versa. Don’t know what these terms mean? Don’t worry, no previous exposure to these ideas will be necessary to excel in the course. We will look at classic readings as well as many cutting edge materials. Students will be expected to attend, participate, complete various on-line/outside of class enhancement activities, and write a final paper. The seminar has two broad goals: (1) The general goal of developing a wide and deep knowledge basis in the epistemic literature. (2) Helping students learn how to formulate original philosophic theses, then develop, defend, and integrate their theses through careful, fair, and comprehensive research in the academic literature. In short, the second goal is to help students to make real contributions to the philosophical literature.