

**CALIFORNIA STATE UNIVERSITY – LONG BEACH  
UPPER DIVISION COURSE DESCRIPTIONS  
FALL 2011**

● PHIL 342: METAPHYSICS  
PROF. LARRY NOLAN

Metaphysics is the study of the ultimate nature and structure of reality. This course will focus on two of the most important problems in metaphysics.

1) The Free Will Problem: Are human actions free or are they determined by external forces over which we have no control? Does freedom require that there be alternative possibilities for our actions? We will discuss potential threats to human freedom, including causal determinism and divine foreknowledge, and study the compatibilist response to the problem in depth.

2) The Problem of Personal Identity: What makes someone the same person over time? (Same body? Same brain? Same soul? Same memory? Same organism?) Is personal immortality possible? Can I be the same person even if I no longer inhabit the same body?

Many of the thought experiments involved in the debates over these two problems are drawn from science fiction, which will make for lively class discussions. Readings will include Robert Kane's *Free Will*, Daniel Dennett's *Elbow Room*, and Harold Noonan's *Personal Identity*. Course requirements will include two take-home essay assignments and a final exam.

I welcome inquiries about the course: [LPNolan@csulb.edu](mailto:LPNolan@csulb.edu)

● PHIL 351I: POLITICAL PHILOSOPHY  
PROF. MAX ROSENKRANTZ

This course will be concerned with two central questions in political philosophy, the second emerging out of the first: What is the basis for the legitimacy of the state? What political and social conditions are most conducive to the realization of human freedom?

We will read selectively in the following texts:

Plato, *The Republic*

Hobbes, *Leviathan*

Rousseau, *Discourse on the Origin of Inequality* and *The Social Contract*

Marx, *Capital* and *The Grundrisse*

● PHIL 352I: PHILOSOPHY OF LAW  
PROF. AMANDA TREFETHEN

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" under the law? 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 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 works 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 Interdisciplinary Capstone (IC) courses, students will have a writing assignment no later than the fifth week of the semester, with sustained writing throughout the course. Complete list of requirements for the course: TBA

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

● PHIL 419/519: HISTORY OF ANALYTIC PHILOSOPHY  
PROF. CORY D. WRIGHT

This course is an ambitious but introductory study of the core issues and developments in 19th and 20th century analytic philosophy. Our primary foci will be: the revolt against idealism and logical atomism, as well as conceptual analysis and the linguistic turn. We will also canvass some of the foundational issues in mathematics and logic from Bolzano to Whitehead to Gödel, as well as the analytic/synthetic distinction and the rise and fall of logical positivism. A range of philosophical positions will be considered, including logicism, idealism and psychologism, phenomenism and empiricism versus realism. Readings will come from a variety of figures, including the contributions of Anglo-Austrian philosophers, centering on Brentano and his students; the idealist and emergentist traditions in Bosanquet, Bradley and Joachim, Broad, and Blanshard; Russell's lectures on logical atomism; Meinong; and the positivist tradition from Comte to Schlick to Morris, among others.

Having completed the course, students will have: (i) gained an appreciation for the central issues in analytic philosophy, notably by having read and discussed a variety of classic and historically significant texts in the analytic tradition; (ii) become acquainted with the tradition's major concepts, puzzles, problems, and solutions, as well as have endeavored to better understand the distinctions both between and within analytic, non-analytic, and continental philosophy; (iii) become better prepared to critically assess philosophical texts, notably by having learned to identify and articulate reasons and having learned to evaluate arguments; (iv) developed their abilities in philosophical composition and abstract thinking, and have learned to better control the expression of their own ideas.

● PHIL 424/524: HEGEL  
PROF. MALEK K. KHAZAEI

This course throws light on the darkest pages of all Hegelian writing: the Preface to *Phenomenology of Spirit*. Written only after the completion of the book, the Preface is considered to be the author's first mature work, hence suggesting that during the writing of the book Hegel went through a rapid development. What are the marked features of this development? What are the outcomes? We are up for an exciting time in spending fifteen weeks on the Preface alone.

Required texts: *Hegel's Preface to the Phenomenology of Spirit* (Princeton); *Phenomenology of Spirit* (Oxford).

Other texts by Hegel: *Early Theological Writings* (Chicago); *The Philosophy of History* (Dover); *The Philosophy of Right* (Dover); *On Art, Religion, Philosophy* (Harper & Row).

Secondary Works: Terry Pinkard, *Hegel: A Biography* (Oxford); Alan M. Olson, *Hegel and the Spirit: Philosophy as Pneumatology* (Princeton); Malek K. Khazaei, Review of *Hegel's Preface to the Phenomenology of Spirit* in *Essays in Philosophy*, 11/1 (2010).

● PHIL 482I: COGNITIVE SCIENCE  
PROF. CHARLES WALLIS

This course introduces students to the basics of Cognitive Science including elements of Philosophy, Computer Science, Cognitive Psychology, Neuroscience, and Linguistics. Serving as an independent introduction to the field of Cognitive Science, the course will focus upon on the historical development, foundational philosophical presuppositions, methodologies, and results from a selection of core topics in Cognitive Science. In addition to covering the theoretical contributions of the various disciplines of Cognitive Science, the course provides students with an introduction to the underlying theoretical framework of Cognitive Science, including its central problems, explanatory structure, and experimental methodologies. Students participate in several labs designed to promote active learning and give students a deeper understanding of the foundational presuppositions and methodology of Cognitive Science.

I focus primarily upon ways in which Cognitive Scientists explain human and animal abilities through the hypothesis of various types of cognitive architectures acting to perform cognitive tasks. A cognitive architecture combines representational structures, computational processes, and control structures to specify the information-processing capacities of a natural or artificial system.

I base evaluations upon two take-home tests written in response to questions handed out two weeks earlier (test #1: 10%, test #2: 15%) and a final (15%), Four labs [one lab from each lab set] (30%), and a 10-17 page final paper (30%) on a topic of the student's choosing (in consultation with me).

Upon completion of the course, should have made satisfactory progress towards the following four goals: (1) Students learn to read and evaluate scholarly journal articles from the some of the core disciplines of Cognitive Science; Computer Science, Linguistics, Neuroscience, Philosophy, and Psychology. (2) Students gain significant insight into many of the research areas, theories, and methodologies found in Cognitive Science and its constituent academic disciplines. (3) Students gain a sense of the potential impact of research in Cognitive Science upon their lives, conceptions of self, and societies. (4) Students improve their writing abilities, particularly with respect to their ability to write concise, highly organized, and self-contained expositions of theories and empirical findings. (5) Students gain familiarity with research techniques and available databases applicable to the cognitive sciences.

● PHIL 494/595: SPECIAL TOPICS: BIOETHICS  
PROF. JASON RAIBLEY

This seminar will provide advanced discussion of several topics in bioethics, including the nature of health, the nature of well-being, personhood and personal identity, the treatment / enhancement distinction, the metaphysics and value of death, and the rationality and morality of

suicide and euthanasia.

Assigned texts: Jeff McMahan, *The Ethics of Killing* (Oxford); David DeGrazia, *Human Identity and Bioethics* (Cambridge); Neil Levy, *Neuroethics* (Cambridge); Steven Luper, *The Philosophy of Death* (Cambridge).

Requirements: attendance and participation, three papers on assigned topics.

● PHIL 610: PROSEMINAR  
PROF. NELLIE WIELAND

This course initiates first-semester graduate students into the program and into philosophy as it is practiced at higher levels of professional academic competence. Students will be equipped 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. If you are not a first-semester graduate student and are unsure if you should enroll in this course, please contact the instructor ([nwieland@csulb.edu](mailto:nwieland@csulb.edu)) or the graduate advisor ([cdwright@csulb.edu](mailto:cdwright@csulb.edu)). The theme for the Fall 2011 Proseminar is *Autonomy and Objectification*.