

Philosophy Department

Course Offerings
Fall 2009

Philosophy 306
Philosophies of China and Japan
T/Th 9:30-10:45 am

Warren Weinstein
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The place which philosophy has occupied in Chinese civilization has been comparable to that of religion in other civilizations. In China, philosophy has been every educated person's concern. In the old days, if a man were educated at all, the first education he received was in philosophy.

. . . I would say that the craving for something beyond the present actual world is one of the innate desires of mankind, and that Chinese people are no exception to this rule. They have not had much concern with religion because they have had so much concern with philosophy. . . . In philosophy they satisfy their craving for what is beyond the present actual world. In philosophy also they have the super-moral values expressed and appreciated, and in living according to philosophy these super-moral values are experienced.

According to the tradition of Chinese philosophy, its function is not the increase of positive knowledge (by positive knowledge I mean information regarding matters of fact), but the elevation of the mind – a reaching out for what is beyond the present actual world, and for the values that are higher than the moral ones.

Fung Yu-lan, *A Short History of Chinese Philosophy*, Chapter 1.

This course will be an overview of the classical philosophies of China and Japan, including Confucianism, Taoism, Early Buddhism, and the Chinese roots and Japanese flowering of Zen. As the goal of Chinese and Japanese philosophy is to *experience* the teachings in real life, each student will undertake some practical discipline or practice, suitable to his/her temperament and life situation, which will afford the student a personal experience of the truths hinted at in these philosophies.

Required reading for this course includes three paperbacks:

Lao Tzu, *Tao Te Ching*, tr. Gia-Fu Feng and Jane English, ISBN: 0679724346

Reps, ed, *Zen Flesh, Zen Bones*, ISBN: 0804831866

Herrigel, *Zen in the Art of Archery*, ISBN: 0375705090, and

Multiple readings available from Library eRes.

Optional book recommended for reference and background:

Encyclopedia Of Eastern Phil and Religion, ISBN: 0877739803

Philosophy 330
Philosophy of Religion
Tu 5-7:45 pm

Marcy Lascano
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This course will examine issues and problems with the traditional attributes associated with the Judeo-Christian God. We will begin by examining traditional conceptions of God, and the role his perfections play in the ontological argument for God's existence. We will then discuss problems associated with the ontological status of God's nature. Next, we will examine God's substantiality, incorporeality, necessary existence, eternality, omniscience, omnipotence, and omnibenevolence. Finally, after examining the attributes individually, we will discuss issues concerned with the compossibility of the attributes.

Course Texts: Alvin Plantinga's *Does God Have a Nature?* and Joshua Hoffman and Gary Rosenkrantz's *The Divine Attributes*, additional readings on Beachboard.

Course Requirements: There will be three take-home examinations, and seven homework assignments.

Philosophy 342
Metaphysics
M/W 9:30-10:45 am

Anne Steadman
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This course is designed to introduce students to central topics in contemporary metaphysics. Topics covered will include existence, personal identity, the nature of the mind, free will, time travel, modality, and the problems of causation and material constitution. We will explore the connections between metaphysics and other areas of philosophy (e.g., ethics, philosophy of mind), as well as between metaphysics and other disciplines (e.g., science, theology). By assessing the arguments of others as well as developing and defending their own ideas, students will also gain an appreciation of what makes for a good philosophical argument.

Philosophy 352I
Philosophy of Law
T/Th 11-12:30 pm

Amanda Trefethen
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Pre-requisites: Junior standing; completion of GE Foundation requirements.

This course is a study of the historical development of the philosophy of law and examination of the problems in the field ranging from general theories to analysis of fundamental legal concepts and normative issues.

General Education: This course is certified as an IC/Interdisciplinary Capstone course, along with C.2.b. "Philosophy." Philosophy majors/minors may "double-count" it as IC/capstone credit and as credit in the "values" group of the major/minor. Non-majors/minors may "double-count it as IC/capstone credit and C.2.b. "Philosophy" GE credit.

Philosophy 352I
Philosophy of Law
M 7-9:45 pm

Julie Van Camp
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General Education: IC/capstone and C.2.b. philosophy Room LA4-108

Pre-requisites: Junior standing; completion of GE Foundation requirements.

We will first consider the nature of law: the relationship of law and morality, the validity of law, and judicial decision-making. We will study several theories of law, including positivism, natural law, legal realism, and the contemporary approach of Ronald Dworkin. Next, we will examine several philosophical issues concerning legal responsibility: responsibility and causation; the insanity defense; and acts, omissions, and the duty to rescue. Finally, we will look philosophically at two examples of issues concerning law and society: legal paternalism and freedom of expression.

We will study a variety of philosophers and legal theorists, including Thomas Aquinas, Robert Bork, Patrick Devlin, Ronald Dworkin, Joel Feinberg, George P. Fletcher, Lon Fuller, H.L.A. Hart, Oliver W. Holmes, Jr., A.M. Honore, Joseph Hutcheson, Jr., Robert H. Jackson, Martin Luther King, Jr., John Stuart Mill, Judith Jarvis Thomson, and Charles E. Wyzanski, Jr.

We will also study a substantial number of court decisions related to the topics covered in the course, including *American Booksellers Association v. Hudnut*; *Cruzan v. Director, Missouri Department of*

Health; Griswold v. Connecticut; Palsgraf v. The Long Island Railroad Co.; Texas v. Johnson; and Wisconsin v. Yoder.

General Education: This course is certified as an IC/Interdisciplinary Capstone course, along with C.2.b. "Philosophy." Philosophy majors/minors may "double-count" it as IC/capstone credit and as credit in the "values" group of the major/minor. Non-majors/minors may "double-count it as IC/capstone credit and C.2.b. "Philosophy" GE credit.

Course Requirements: To meet the writing requirements for IC/capstone courses, requirements include a short essay in the fifth week of the semester, two in-class open-book essay exams (a mid-term and a final), and one take-home essay exam.

Text: Philosophical Problems in the Law, 4th edition, edited by David M. Adams (Wadsworth Publishing Company, 2005) (paperback) [This text has been used for many sections on our campus, so there should be numerous used copies available.]

A few supplementary readings will be available on Beachboard.

Julie Van Camp received her B.A. from Mount Holyoke College, her Ph.D. in philosophy from Temple University, and her J.D. from Georgetown University. She has been admitted to the District of Columbia Bar and the State Bar of California, and is the Philosophy Pre-Law Advisor.

Philosophy 381I
Philosophy of Science
M/W 3:30-4:45 pm

Cory Wright
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PHIL381 is an introduction to core issues in contemporary philosophy of science. These include the importance of the scientific revolution, the distinction with pseudoscience, the problems of induction, 'normal' science and scientific revolutions, conceptions of scientific explanation, models and modeling. 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, Lakatos, Salmon, and Psillos. The course will focus on a range of subdisciplines rather than any particular one. Students are strongly encouraged to bring to the discussion material from sciences in which they have background. Having completed the course, students will have an appreciation for the central issues in philosophy of science, will be better prepared to critically assess the reasoning in scientific texts, and will have developed their skills in philosophical composition.

Philosophy 400I
Business Ethics
Tu/Th 11-12:15 pm

Teresa Chandler
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This interdisciplinary course will enable students to learn (1) the various types of ethical dilemmas that often take place in business organizations today and (2) the concepts and tools needed to manage these complex value conflicts for the well-being of individuals, organizations, and society. By learning and applying various analytical tools from the fields of philosophy, psychology, organizational sciences, and the emerging cross-disciplinary field of crisis leadership, complex value conflicts that derive from an organization's intertwined web of stakeholders can be clearly identified and evaluated. The material is meant to facilitate the business person's ability to make the most ethically enlightened decisions.

Philosophy 401
Philosophy in Education
Th 5-7:45 pm

Debbie Whittaker
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Philosophy 401 is a service learning capstone course in which upper division and graduate students conduct weekly philosophy sessions with elementary or high school students in local classrooms. This class provides an excellent opportunity to gain teaching experience, as well as the rewards of helping young people explore philosophical questions.

In the course, students will read selections on the purpose and method of doing philosophy with young people. Extensive training in using innovative ways to conduct philosophy sessions occurs before students begin working in the classroom.

Requirements for the course also include a journal summarizing and reflecting on their experience in the classroom; a scholarly submission to *Questions Magazine*, three new lesson plans, and an in-class presentation of a philosophy lesson. Books required for the course are: *Dialogues With Children*, *Socrates Café*, and *There Are Two Errors in the Title of this Book*.

Philosophy 403I
Medical Ethics
Tu 7-9:45 pm

Jason Raibley
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Medical Ethics is a large subject that comprises practical questions about moral and legal conduct for health care professionals, political questions about the justice of health care institutions, and questions concerning the moral and legal status of medical practices, procedures, and technologies. Although we will consider how healthcare resources ought to be allocated, our primary focus in this course will be the moral and legal status of certain medical practices, procedures, and technologies. We will consider the morality and legality of abortion, physician-assisted suicide, organ sales, vaccination and infectious disease containment policies, elective surgery, reproductive cloning, stem cell therapy, genetic engineering, and experimentation on human and animal subjects.

We will work to understand and appreciate the philosophical questions raised by these topics, including: personhood and moral status, the nature of benefit and harm, the limits of individual and parental autonomy, the ethics of novel reproductive technologies, and the ethical responsibilities of healthcare workers. As is typical in philosophy, we will approach these issues by studying the views of prominent scholars and writers who have published on these topics. We will rationally evaluate these writers' views, paying very close attention to details.

Text:

Helga Kuhse and Peter Singer, ed. *Bioethics: 2nd Edition*. London: Blackwell, 2006.

Course Requirements:

Three take-home essay exams.

Philosophy 405I
Philosophy of Literature
M/W 11-12:15 pm

Betsy Decyk
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'Men work together,' I told him from my heart,
Whether they work together or apart.'
– The Tuft of Flowers, Robert Frost

Solitude, individualism, and self-reliance are familiar ideas to Americans, but community and concern for the common good are also themes of our experience. Rather than draw a sharp distinction (*a la* Aristotle) between isolation and political membership, this course will explore the rich spectrum of ways individual lives, both fictitious and real, relate to others and can contribute to the common well-being. In this course we will take literature broadly, adding to fiction, poetry and drama classic pieces from letters, diaries, and speeches.

The course is interdisciplinary, comparing and contrasting literary and philosophical ways of appreciating a text.

Course format: The class will use a lecture/discussion format, with emphasis on discussion. Preparation and participation will be expected in order to generate dynamic learning conversations about the readings and philosophy. Students will not merely reflect on the philosophical ideas as they are presented in the texts, but will also engage in philosophical inquiries made possible by the texts.

Assignments will include: two early writing assignments (one more literary and one more philosophical); a term paper; an original, creative contribution; several active learning assignments/prompts/activities that support in-class discussion; and a final exam.

The reading list, new for this presentation of the course, is currently being developed and should be ready shortly. Students can get the reading list when it is available by emailing me at bdecyk@csulb.edu.

Philosophy 414/514
British Empiricism
T/TH 3:30-4:45 pm

Alexander Klein
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Western philosophy as we now know it probes characteristic questions about the nature of knowledge, of reality, of value, and of political authority. But why did European thinkers come to pose *these* questions in particular, and what intellectual concerns shaped their most enduring answers? Many of these questions have roots in the early modern period—the 17th and 18th centuries. The rise of modern science helped push Europeans to rethink the place of human beings in the wider universe. We will begin by discovering specific epistemological and metaphysical questions that arise from scientific work of the era, especially in the writing of Robert Boyle and Isaac Newton. We will spend most of the semester analyzing responses from the key representatives of the British *empiricist tradition* in early modern philosophy—John Locke, George Berkeley, and David Hume. The empiricists emphasized the importance of experiment and perceptual experience (rather than rational speculation) in the search for knowledge. They also tended to be suspicious of abstract concepts. Some of the specific issues we will explore include primary and secondary qualities of objects; the nature of ideas; personal identity; the nature (and our knowledge) of space, time, and extension; visual and tactile perception; abstract ideas; and the problem of induction.

Philosophy 419/519
Analytic Philosophy
Tu/Th 2-3:15 pm

Alexander Klein
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Analytic philosophers have often sought to make philosophy more scientific. Indeed, they are sometimes accused of slipping into *scientism*—that is, into an uncritical deference to the natural sciences. One of analytic philosophy’s marquee sub-movements in particular—logical positivism—has come in for perhaps the most widespread ridicule on this score. Across the humanities, one now finds “logical positivism” used as shorthand for a dogmatic faith that science delivers absolute truths about the world. In this class, we will try to gain a more charitable understanding of logical positivism by placing this important movement into historical context. During the first stage of the course, we will take a brief look at Kant’s philosophy of mind, and then at developments in 19th-century science (especially in geometry and physics) that challenged some Kantian orthodoxies of the day. During the course’s second stage, we will turn to some or all of logical positivism’s most important founders—Rudolph Carnap, Moritz Schlick, Hans Reichenbach, and Otto Neurath. These figures thought the then-recent developments in science demanded that philosophy be thoroughly redesigned—and so to this extent they did show substantial deference to the sciences. But when we place these figures in an appropriate intellectual context, we find that their suggestions for *how* to remake philosophy were far more nuanced and less dogmatic than many now think. In the final stage of the course, we will turn to two figures often regarded as critics of logical positivism: Thomas Kuhn and Willard Quine. Our more charitable reading of the positivists will suggest a surprisingly close affinity with Kuhn’s form of pragmatism. But our reading will also bring out stark differences with Quine’s *naturalism*—the view that philosophy should be a purely empirical enterprise, and should therefore become a part of empirical psychology.

Philosophy 425/525
Wittgenstein
M/W 5:30-6:45 pm

William Johnson
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Prerequisites: Six units of philosophy to include PHIL 204, or consent of instructor.
Close study of the later philosophy of Wittgenstein, centering on *Philosophical Investigations*.

Ludwig Wittgenstein was one of the greatest philosophers of the 20th century. His thought was central in the creation of not just one school of philosophy, but of two very different ones. His first book (the only one published in his lifetime) – *Tractatus Logico-Philosophicus* – informed the major part of the 20th century’s pre-occupation with the study of logic and language as the replacement for – or the key to – metaphysics. Adopted by the logical positivists, it became a virtual bible for their cause. Having produced in the *Tractatus* – so he believed – the final solution to the problems encountered in philosophy, Wittgenstein in perfect consistency left philosophy. In the late 1920's however, Wittgenstein began to have second thoughts about his success at solving (in principle) all the fundamental problems in philosophy. He returned to philosophy, and over the next twenty years worked out profoundly original ideas apparently in opposition to those for which he had become famous. Between his return to philosophy and his death in 1951 he published virtually nothing, and his work was known primarily through his students and their notes of his lectures (which were circulated in underground, unauthorized versions). Nonetheless, his intellectual influence – even if only by word-of-mouth – was enormous. After his death, his remarkable "later philosophy" became available in the posthumously published *Philosophical Investigations*. The genius in that book captured attention throughout large portions of the intellectual world and excited deep admiration and also controversy.

For a long time the *P.I.* was widely believed to be the only written material (distinguished from lecture notes) Wittgenstein had produced representing his “later,” post-*Tractatus* thinking. And it was in fact the only material that he himself thought of as nearing publishable condition. But Wittgenstein was actually a prolific writer, and through the years a surprising number of his attempts to put his thoughts in writing have been published by his literary executors. The ideas of the *Philosophical Investigations*, supplemented by the many succeeding pieces of his *nachlass* have become central landmarks in virtually all of philosophy from the 1950's to the present. This influence is apparent also in an extraordinarily wide range of other disciplines including linguistics, psychology, anthropology, political science, and mathematics.

Philosophy 425 (and its graduate counterpart Philosophy 525) offers an introduction to Wittgenstein's "later philosophy", and to his revolutionary conception of the nature of philosophical activity.

Texts:

Primary:

Wittgenstein, *The Blue and Brown Books*

-----, *Philosophical Investigations*

-----, *On Certainty*

Supplementary:

Wittgenstein, *Tractatus Logico-Philosophicus*

Monk, Ray, *Ludwig Wittgenstein: The Duty of Genius*

Edmonds, David, and John Eidinow, *Wittgenstein's Poker*

Philosophy 451I

Race Ethnicity Gender American Law
T/TH 5:30-6:45 pm

Amanda Trefethen
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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.

Philosophy 482I
Intro to Cognitive Science
M/W 2:00-3:15 pm

Charles Wallis
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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 an 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.

Philosophy 489
Pre-Law Internship
ACT TBA

Julie Van Camp
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Volunteer internship with private organization or governmental agency with law-related focus. 150 hours of volunteer service is required for three academic units (an average of 10 hrs/week for 15 weeks).

Pre-Requisites: completion of 15 upper-division units for the Philosophy major. Senior standing strongly recommended.

You *must* plan to make all final arrangements for the internship with the Pre-Law Advisor *before* the start of classes. If you are interested in the internship program for Fall 2009, please contact me by e-mail your earliest opportunity. We have arranged volunteer internships at the Orange County Public Defender's Office, the Orange County Bar, the LA County Government, Legal Aid Society, and other public service organizations. We will jointly select one that is appropriate for your interests. For links to these programs, see my web page: <http://www.csulb.edu/~jvancamp/courses.html#PHIL489>

You are also welcome to look at the internship opportunities at the CSULB Career Development Center (SS/AD 250). Additional opportunities are listed on the Web sites for both Orange County Government and Los Angeles County Government. If you find an opportunity (either paid or volunteer) which you believe would meet the goals for the Philosophy Pre-law Internship, please contact me ASAP, so we can discuss it. (E-mail is fastest.)

We will jointly identify philosophical issues in the workplace, especially ethical problems, which you will consider during the semester, and which will be the subject of your mid-term and final narrative report on the internship.

Grading: Credit/No Credit

Julie Van Camp received her B.A. from Mount Holyoke College, her Ph.D. in philosophy from Temple University, and her J.D. from Georgetown University. She has been admitted to the District of Columbia Bar and the State Bar of California, and is the Philosophy Pre-Law Advisor.

Philosophy 620

Seminar History of Philosophy
Th 7-9:45 pm

Lawrence Nolan
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In this seminar we will examine two or three metaphysical topics in the history of philosophy—e.g., the problem of universals, the nature of substance, and the status of so-called “sensible qualities” such as colors. The main focus will be on historical readings but we will also examine the ongoing debates on these topics in contemporary philosophy with an eye to discerning how approaches to these problems, and the problems themselves, have evolved.

Philosophers studied will likely include such historical figures as Aristotle, Abelard, Ockham, Scotus, Descartes, Locke, and Reid and such contemporary philosophers as Alex Byrne, Michael Loux, James Van Cleve, etc. Seminar participants will have the option of completing several short essays or writing a term paper.

Philosophy 690

Color and Color Perception
Tu 7-9:45 pm

Wayne Wright
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This course examines philosophical and empirical research on color experience and the nature of color. Much of the course will center around philosophers' handling of the issue of whether colors exist and, if they do, what they are and what we might know about them. Considerable attention will be given to the question of what a theory of color ought to look like, particularly if such a theory is supposed to be relevant to scientific research. This will lead us to look closely at some empirical and methodological details.