PHILOSOPHY
UPPER DIVISION COURSE DESCRIPTIONS
FALL 2017
(Revised 5/2/17)

PHIL 311: ANCIENT PHILOSOPHY — Prof. Jill Buroker
MWF 10:40 – 11:50 a.m.
jburoker@csusb.edu   (909) 537-5875

This course is the first in the three-quarter survey of history of philosophy, which is required of all philosophy majors. It introduces students to the thought of the Pre-Socratics, Plato, and Aristotle through a selection of dialogues and treatises in translation. We shall investigate questions concerning how we know (logic), what there is (metaphysics and physics) and how one should live (ethics). This course prepares students for studies in medieval and modern philosophy, as well as more advanced work in ancient philosophy.

PHIL 361A: SOCIAL AND POLITICAL THEMES — Prof. Chris Naticchia
MWF 1:20 – 2:30 p.m.
cnaticch@csusb.edu   (909) 537-5489

This course examines three major works in contemporary political philosophy:

- *On Liberty*, John Stuart Mill's classic defense of liberal democracy, antipaternalism, and individual freedom.

- *A Theory of Justice*, John Rawls's celebrated argument for egalitarian liberalism, the welfare state, and economic justice.

- *Anarchy State and Utopia*, Robert Nozick's clever and cocky libertarian vision of liberalism and the minimal state.

Students who take this course will quickly see these political visions in contemporary political discourse. In fact, they're the main contenders:

- *Moderate Democrats and Fiscal Conservatives* -- those who claim (like Mill) that individual rights and freedoms, including economic rights and freedoms, ought to be arranged so as to maximize social well-being.

- *Liberal Democrats, Bernie Sanders, etc.* -- those who claim (like Rawls) that they should instead be arranged so as to provide equal opportunity to all regardless of income class, and in particular to promote the well-being of the least advantaged citizens.

- *Libertarians, Ron Paul, Small Government Conservatives* -- those who (like Nozick) oppose the welfare state, insisting that governments should only protect citizens against force and fraud and enforce contracts.

In this course, we will evaluate the strengths and weaknesses of each view and try to come up with a reasoned, all-things-considered judgment as to which one is best. Students who take this course will become better-informed citizens capable of critically assessing policies in terms of political and economic justice.

This course counts toward the minor in Philosophy, Policy, and Economics, as well as the minor in Law and Philosophy.

PHIL 390: PHIL TOPICS--ARGUMENTS FOR THE EXISTENCE OF GOD -- Prof. Matt Davidson
TR 10:00 – 11:50 a.m.
mld@csusb.edu   (909) 537-7727

Since the Middle Ages, Muslim, Jewish, and Christian thinkers have attempted to prove the existence of an omnipotent, omniscient, and perfectly good being. In this class we will examine some of these arguments. We will focus particularly on the main three sorts of arguments for the existence of God: Cosmological Arguments (in particular the kalam and Clarke-style arguments using PSR); Teleological Arguments (in particular fine-tuning and design arguments); and Ontological Arguments (in particular that of Anselm and contemporary formulations from Gödel and Plantinga).

PHIL 308:   ALTERNATIVE LOGIC — Prof. Tony Roy
TR 2:00 – 3:50 p.m.
troy@csusb.edu   (909) 537-5870

Alternative logics have multiple motivations. Just as predicate logic extends sentential logic to include *all* and *some*, so one may desire further extensions to, say, *necessity* and *possibility*. Further, there may seem to be fundamental difficulties for the classical approach. So, perhaps you were initially shocked (!) to discover that in classical logic anything follows from a contradiction. In this course, we consider logics alternative to the classical approach, with attention to issues of both sorts. Systems to be considered combine, in different ways, semantics based on *possible worlds,* and semantics allowing truth values beyond T and F (e.g., *neither* and even *both*); these include modal logics, conditional logics, and relevant logics. In one way or another, each has important philosophical applications, and each is itself a subject of philosophical debate.

The main text is Priest, *An Introduction to Non-Classical Logic: From If to Is* (2nd ed). We will make use of additional resources, including derivation systems from Roy, Natural Derivations for Priest. The primary treatment of the logics is sentential, so the only prerequisite is Phil 200. This course contributes to the Minor in Philosophical Logic.

PHIL 386:   PHILOSOPHY OF SCIENCE — Prof. William Vanderburgh
TR   12:00 – 1:50 p.m.
wvanderburgh@csusb.edu   (909) 537-5869

Science is a central feature of our contemporary world, so it is important even for non-scientists (including philosophers!) to understand it. Science aims to give us knowledge—knowledge we can use to do things, to make decisions, and to help us understand the nature of reality. In this class, we will explore philosophical questions about science such as whether/how science delivers reliable knowledge, what the limits of scientific knowledge are, whether science can actually tell us about the reality underlying appearances, how evidence works in science, and the ways in which philosophy and science inform each other. Our approach will be partly historical (using, for example, case studies relating to the 17th-century Copernican Revolution and the 20th-century discovery of dark matter) and partly abstract (using generalized accounts of how scientific theories are constructed and used). The course is designed so that students with no scientific background will understand and appreciate the philosophical content.