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INTRODUCTION

The Department of Philosophy at California State University, Long Beach (CSULB) hopes that this Handbook will be helpful to prospective and current students. Every effort has been made for accuracy. However, University and Department policies change from time to time. Accordingly, this booklet should be read in the spirit in which it is offered: as a helpful summary of our graduate program in philosophy, not as a substitute for regular faculty consultations and careful reading of the University Catalog.

The Department of Philosophy offers a program of studies leading to the degree of Master of Arts (M.A.). The student elects one of two options. The thesis option requires an extended expository and critical essay in philosophy. The examination option requires the student to pass comprehensive examinations in three approved fields chosen by the student and approved by the faculty.

The Department does not require an undergraduate major in philosophy as a prerequisite to graduate work. However, those students whose preparation for graduate study in philosophy is inadequate will be expected to remedy deficiencies.

The M.A. program in philosophy at CSULB has certain special advantages. The University, enrolling over 35,546 students, is one of the largest in the CSU system. CSULB has been ranked one of the top three public master’s universities in the west by U.S. News & World Report in 2006. Furthermore, CSULB was recently ranked among the top three best value public colleges in the nation by the Princeton Review.

The M.A. program in philosophy at CSULB serves several groups: senior citizens wishing to enrich their lives; graduates of other disciplines who wish to acquire more philosophical background before beginning a Ph.D. program; philosophy majors who wish to gain more background and/or raise their cumulative grade point average before applying to a Ph.D. program; philosophy majors who are undecided about pursuing a Ph.D. but who want to try out graduate level work before making a decision; and philosophy majors who may wish to prepare themselves at a minimal level for full- or part-time teaching at community colleges. M.A. graduates entered Ph.D. programs at the University of Alberta, Boston College, Boston University, UCLA, UC Riverside, UC Santa Barbara, UC San Diego, Claremont Graduate University, Emory University, Johns Hopkins University, Washington University, and many others.

The Department strives to maintain close intellectual association between students and faculty. A student can expect individual counseling, supervision, and criticism.

The Student Philosophy Association (SPA) exists to provide a forum for the discussion by peers and faculty of short papers by graduate students; to promote the welfare of students and the Department; to foster social activities among philosophy majors and graduate students; and to host a number of philosophically oriented events throughout the semester.
Graduate students and senior undergraduates are encouraged to submit papers for publication, or for presentation or co-presentation. Previous students have presented papers at many different conferences, such as: CSULB Colloquium and the CSU Research Competition, the American Philosophical Association (APA), and the Western Social Science Association.

ADMISSION

Applicants must apply for admission both to the University and to the Department of Philosophy. Applicants who have already been admitted to the University but are changing their objective to the M.A. in Philosophy should file a change of objective form available in the Philosophy Department.

ADMISSION REQUIREMENTS OF THE UNIVERSITY

1.) Completion of a four-year college course of study and hold an acceptable baccalaureate degree from an accredited institution.

2.) Good standing at the last college or university you attended.

3.) A GPA of at least 2.5 in the last 60 semester or 90 quarter units attempted, excluding lower-division and extension coursework taken after the degree.

4.) Satisfaction in meeting the professional, personal, scholastic and other standards for graduate study, including qualifying examinations, as prescribed by the program.

ADMISSION REQUIREMENTS OF THE DEPARTMENT

1. A Bachelor's degree with a major in philosophy; or

2. A Bachelor's degree with a minimum of 24 units of upper division philosophy courses. These courses must be comparable to those required for the B.A. in philosophy at this University. (Deficiencies will be determined by the Graduate Advisor after consultation with the student and after study of transcript records.)

3.) The Philosophy Department requires a cumulative undergraduate GPA of 3.0 or higher.

Students who do not meet these conditions may enter as provisional graduate students. Prospective students must see the Graduate Advisor for assessment and to plan a program.
ADMISSION MATERIALS

Applicants must apply in two places: the university and the philosophy department. First, apply to the university. Submit to us:

1. A copy of your university application.
2. Your original transcript(s).
3. Two letters of recommendation.
5. A writing sample.

The statement of purpose should be no more than 2 double-spaced pages. Tell us why you want to study philosophy in graduate school, and what in particular you want to study.

The writing sample should be between 5 and 15 pages. Preferably, it should be in philosophy. But we want your best work, in whatever field.

The Department does not require the GRE for admission, but applicants may submit their scores at their discretion.

Send these materials to Charles Wallis at the following address:

Attention: Charles Wallis
Department of Philosophy
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-2408

DEFICIENCIES

A student’s preparation in philosophy is deficient if it does not meet the current requirements for an undergraduate major in the subject. These requirements are stated in the current CSULB Catalog.

Formal deficiencies are of two sorts: (1) (upper-division) unit deficiencies, and (2) area deficiencies.

A graduate student has unit deficiencies if the student's transcript does not show a B.A. in philosophy or 24 units of upper-division philosophy courses. A graduate student has area deficiencies if the student has not yet demonstrated proficiency in epistemology, metaphysics, ethical theory, and symbolic logic. (A “B” earned in a semester course in each of these areas is sufficient for such demonstration.) Unit deficiencies are removed by earning the appropriate number of upper-division units.
Area deficiencies are deficiencies in undergraduate preparation in specific areas of philosophy, and their removal might not require the earning of units. The student has three options for the removal of deficiencies. The first is to take the appropriate undergraduate course. The second course of action is to complete a directed study (599) with a faculty member dealing with the area of the deficiency. The third option, usually available only for a logic deficiency, is to test out of the requirement. None of the courses taken to remedy a deficiency is countable toward the 30 units required for the M.A. degree.

**ACADEMIC LOAD**

A normal academic load for a graduate student is 6-9 units per semester. The maximum load for graduate students is 16 units per semester. Students who are employed full time should probably not enroll in more than 6 units per semester.

**OUTLINE OF A TYPICAL GRADUATE PROGRAM (FULL-TIME)**

**Preliminaries**
- Apply for admission to the University.
- Review with Graduate Advisor previous academic experience, possible areas of deficiency in undergraduate preparation, and program requirements; prepare preliminary plan of graduate work.

**Semester I**
- Register for 6-9 units of approved graduate courses, or coursework in areas of deficiency.
- Towards the end of the semester, review with the Graduate Advisor current progress and update plans for semester II.

**Semester II**
- Register for up to 12 units of approved graduate courses.
- If unit and/or area deficiencies have been removed, take the Basic Qualifying Examination.
- Start choosing possible thesis topics.

**Semester III**
- Register for up to 12 units of approved graduate courses.
Submit a thesis or comprehensive exam proposal.

Advance to candidacy.

Semester IV

- Register for 3 units of Directed Research (for Comprehensive Examination option); or 6 units of Thesis Research.
- Take balance of remaining units, if any, in approved graduate courses.
- Consult with Graduate Advisor regarding deadline for submission of thesis or scheduling of comprehensive examinations.
- Submit thesis or take comprehensive examinations.
- Take oral defense of thesis.

*Part-time students, or full-time students with unit and/or area deficiencies, might need to make substantial modifications in the suggested schedule.

REQUIREMENTS FOR THE MASTER OF ARTS

1. The student’s graduate program must consist of not less than 30 units of acceptable upper division and graduate courses, of which at least 24 graduate units must be in philosophy. The remaining six units may be taken either in philosophy or, with the approval of the Graduate Advisor, in another field of study closely related to the candidate’s educational objectives. The program must include a minimum of six units from the 600 series, not counting Philosophy 697 (Directed Research) and 698 (Thesis).

2. A thesis or set of comprehensive examinations must be presented.

3. At least a 3.0 (B) average must be maintained in the major.

4. No course with a grade lower than C may be applied toward the fulfillment of degree requirements.

5. Pass both portions of the BQE

6. Pass the WPE.

All requirements of the degree program must be completed within seven years of the date the program was initiated, unless (a) an extension of time beyond the limit is approved by the Dean of Graduate Studies, and (b) outdated work is validated by a suitable examination or other demonstration of competence.
ADVISING
As early as possible, new students should arrange for an appointment with the Graduate Advisor to discuss their prospective plans and anticipate any special problems, such as unit or area deficiencies. Thereafter, students should consult with the Graduate Advisor at least once a semester, or whenever there is a change of program or an impending major step in the current program (Basic Qualifying Examination, advancement to candidacy, etc.).

In addition, students may wish to select a faculty advisor with whom to work more closely in planning and carrying out their graduate program. The faculty advisor may be any full-time member of the Philosophy Department who is able and willing to work with the student in this capacity. The student is encouraged to select a faculty advisor early in the graduate career (preferably, during the first semester). The student may change the advisor. Normally, once the student has been advanced to candidacy, the chairperson of the thesis or examination committee will function as the faculty advisor. The chair of the M.A. Thesis Committee must be a tenured or tenure-track faculty member.

BASIC QUALIFYING EXAMINATION

Department requires every graduate student, as a condition for advancement to candidacy, to pass its Basic Qualifying Examination (BQE). The purpose of the BQE is to ensure that department students and graduates have adequate basic skills prerequisite for the successful study of philosophy at an advanced level as well as related pursuits such as teaching at the community college level or entering a Ph.D. program in philosophy. The BQE also provides the student with feedback as the their current knowledge and abilities in philosophy.

The BQE is a pass/no-pass examination given twice in the academic year, once in the fall semester and once in the spring semester. The exam consists of two parts: a Classical Text portion and an Analytic portion.

The duration of each test is three hours, and sections are taken on different days.

Examples of test questions and answers should be included.

Text Portion
The purpose of the text examination is to test a student’s ability to comprehend a major philosophical work or a collection of major essays on a philosophical topic with sufficient facility to answer questions regarding its/their thesis or theses, overall textual and argumentative structure, structure of its/their major individual arguments, its/their technical concepts and their application, as well as to critically assess such elements of the work or works. Every semester a text in philosophy or a collection of essays is chosen by the CSULB faculty for the BQE. The student is expected to carefully read the materials and be able to identify and evaluate the major philosophical theses, concepts,
and arguments discussed by the author(s) within the work(s). The exam is in essay format and is open book. The student should expect to answer questions that involve both expository and evaluative skills in such a manner as to clearly demonstrate their mastery of the material and their ability to critically evaluate and/or apply the theses, concepts, and arguments. Some past texts that have appeared on the BQE are: A.J. Ayer’s Language Truth and Logic, Hobbes’ Leviathan, and Aristotle’s DeAnima.

Analytic Portion
The analytic portion of the exam is also in essay format. The purpose of the analytic exam is to test a student’s ability to read a novel philosophy passage with comprehension and depth of insight so as to be capable of identifying and critically evaluating arguments, concepts, and theses contained within the passage. Questions on this portion are based on reading passages taken from major philosophical works and supplied at the time of the exam. To this end, students should expect questions like (BUT NOT LIMITED TO) to follow: The student should expect questions which ask them to delineate any arguments contained in the passage by identifying and differentiating premises and conclusions and restating the argument in standard form. Students may also be asked to evaluate an argument in the passage, either by arguing for or against premises in the argument or evaluating the logical structure of the argument. Questions in this section may also ask students to identify the thesis of the passage and evaluate it critically independent of the argument (if any) offered by the author of the passage. Questions in this section may ask students to identify and explicate concepts introduced in the passage by the author and either to apply them appropriately to novel cases or compare them to other concepts in common currency within philosophy. It is not important for the student to identify the author of the passage or which school of philosophical thought that it represents. The student should be concerned only with addressing what is specifically asked about the passage. It is of critical importance that the student responds to every aspect of the prompt.

When to take the BQE
Normally The BQE should be taken by the student’s second or third semester. The student may choose to take the exam in his/her first semester, but consensus amongst the faculty is the student should take the BQE in the second or third semester. This will give the student a chance to gauge what level of writing is necessary to succeed in classes and therefore have a better estimation of how to address the prompts on the BQE.

If a student does not comply with the requirements to take and pass the BQE, the Department may elect to deny eligibility for department scholarships (consistent with the terms of the donation), assistantships, and/or any course for which permission from the faculty or department is required.

Orientation
Early in each semester a special orientation session will be held by the Graduate Advisor (Charles Wallis) to assist students in preparation for the BQE and to answer any general questions about the graduate program.
Pass/No-pass
Students are granted a pass or no-pass grade for both portions of the exam. It is possible to pass one portion and not pass another. If the student passed only one portion of the examination he/she is not required to take the entire BQE again, but only to take the portion he/she did not pass.

Normally, students must pass both parts of the BQE on their second attempt at the examination. Students who fail either section of the BQE 2 times will be asked to leave the program. Students may appeal this rule only in cases of compelling special circumstances. Should a student make an appeal, the department will review the student’s case and make a ruling.

If you like to sign up or if you have any questions or concerns, please contact Charles Wallis at cwallis@csulb.edu

ADVANCEMENT TO CANDIDACY

Advancement to candidacy upon the recommendation of the Department is of importance to both the Department and the student. Until advanced to candidacy, a student is operating under no official catalogue requirements (which can and do change) and is therefore without an approved degree program. Only a student who has been advanced to candidacy may enroll in the thesis course.

At least one semester before graduation, students must advance to candidacy. To do this, certain requirements must be met.

1. The student must demonstrate proficiency in the areas of epistemology, metaphysics, ethics and symbolic logic. (A grade of "B" in a semester course in each of these areas is a standard way of demonstrating proficiency.)

2. The student must pass the Writing Proficiency Exam (WPE), which is administered by the university, and the Basic Qualifying Examination (BQE), which is administered by the philosophy department. Normally, the student will complete these examinations early in graduate study.

3. Under the supervision of a faculty advisor, the student must write and submit to the faculty a thesis or comprehensive examination proposal.

4. Although there is no formal language requirement, the philosophy department may require the student to demonstrate a foreign language proficiency, if a language proficiency is appropriate to the area of study.

In the semester the student advances, he or she must be enrolled. Several months before graduation, the student must apply for graduation to CSULB.
Students who have completed all the course requirements including either 697 or 698 credits and have been advanced to candidacy must register for GS 700 according to the following university policy:

Students must enroll in GS 700

a) each semester they utilize any of the University's resources (including but not limited to faculty, staff, library, or other facilities/services).

b) once each calendar year when they are not utilizing any of the University's resources.

c) the semester they are taking the comprehensive examination, submitting their thesis to the University's Thesis Office, or graduating; and they are not enrolled in any other courses at the University.

CHOOSING THE THESIS OR EXAM OPTION

While a student may choose either to write a thesis or to take a comprehensive examination, it is wise to seek faculty guidance in making this choice, particularly if the student wishes to enter a Ph.D. program or to teach at the community college level. In general, the thesis option has the advantage that one can select a specialized topic of interest, gain some experience in doing advanced philosophical research of the order necessary to complete a Ph.D. program or publish/present papers within philosophy, obtain practice at writing an essay which is longer than a term paper, and have a tangible product in hand after completing the program. The examination option allows one to investigate several areas of interest and, hence, may be seen as permitting a student to develop and demonstrate a depth and breadth of knowledge over a broader range of topics. Whether the thesis option or the examination option is more advantageous, however, depends upon the personal goals of the individual, so it is advisable that students discuss this matter with a faculty member or with the Graduate Advisor. Both the exam and thesis option require the development of written proposals outlining the student’s proposed research, the general rationale for the research, and a bibliography of proposed sources to be used by the student in pursuing the research. The proposal must be developed in consultation with (at least) the student’s advisor and submitted AFTER ADVISOR APPROVAL AND WITH THE FULL KNOWLEDGE OF ALL NAMED COMMITTEE MEMBERS TO THE DEPARTMENT WITHIN AT LEAST ONE WEEK OF A SCHEDULED DEPARTMENT MEETING.

WRITING THESIS PROPOSALS

The goal of your thesis proposal is to present the tenured or tenure-track faculty members of the department with a general outline of your intended thesis project together with a brief justification of its merit as a research project warranting a master’s degree. Your goal should be a concise, well-written document that clearly spells out your project and its relationship to the philosophical literature. In general you should aim for 6-8 pages of
A good thesis proposal will have three elements: (1) A clear and concise statement of the position you intend to articulate and defend in the thesis. (2) A well-researched statement relating your position to the philosophical literature, which indicates how your position connects with important thought on the subject by other philosophers. An indispensable part of your statement of relevance is a thorough search of the literature in the *Philosopher’s Index*, including reading a number of important articles in the area prior to writing your proposal. (3) An outline of how exactly you intend to structure your exposition in the thesis. This outline should present a chapter-by-chapter account, indicating how each chapter relates to the overall project.

The best strategy for writing your thesis proposal is to start early and interact regularly with your committee. Your committee is your resource for advice and feedback on your proposal while you develop it. The director of your committee is responsible for deciding when the proposal is ready for review and the committee members must agree. Your committee members are also the ones who will present the proposal and defend it to the department. Thus, the more constructive interaction you have with them while writing the proposal the better. It is important to note that a student cannot submit a proposal to the department on his/her initiative without the approval of the thesis committee.

Below are some common difficulties with proposals that have been submitted in the past:

Writing a book report: Your thesis should make a modest contribution to the philosophical literature. A mere summary of the positions and arguments is inadequate. There are many ways you can contribute to philosophical thought: Your contribution could consist of finding a significant thesis or type of argument to constructively criticize. You could find an original extension of, or argument for, another person’s theory. You can develop a critical discussion of a view’s underlying methodological, epistemic, or ontological commitments. You can explore what is really at stake in a philosophical debate or the implications of a view. You can propose a useful organization of the positions in a debate. Whatever you choose, it must signify a step forward—an original contribution—albeit a modest one.

Cutting from whole cloth: While your thesis should contain your contribution to philosophical thinking on your thesis topic, your thesis is unlikely to introduce a totally novel and important way to conceive of or solve a problem in philosophy. Good research in philosophy is almost always grounded in a thorough understanding of the ways in which other people have thought about a philosophical topic or problem. Your thesis should build on the tradition.

Rushing to market: Think of your proposal as something that will take numerous drafts and some serious research to complete. Don’t try to slap together a document in order to meet a deadline. When your proposal is ready for departmental review, you should be well on your way to writing the thesis itself.
Technical language: In general, it is better to state your thesis without technical language for a couple of reasons. First, expressing your project without reliance on technical jargon is an indicator that you have a good grasp of the issues. Second, not everyone in the department will necessarily be familiar with the terms you use. Of course, sometimes it is important to refer to technical terms in framing a view or problem. When you use technical language, you should always explicate its meaning.

Long historical exegesis: When relating your thesis topic to the philosophical literature the most important facts to include are the ones that indicate how your project connects to recent work on the topic. A proposal need not contain a lengthy synopsis of the history of your topic.

Personal histories: However you came to your topic is not relevant to assessing its philosophical merit or its viability as a thesis project.

Creating a Thesis Committee

The thesis committee consists of at least three faculty members, at least two of whom are tenured or tenure-track faculty members at CSULB. Your thesis director must be a tenured or tenure-track faculty member of the Philosophy Department faculty. The third member can be a part-time faculty member or a person with appropriate qualifications from another university. Please consult with your committee chair in determining appropriate persons to invite to be on your committee. Although many part-time lecturers in the department are generous in volunteering their time for committee service, we request that you remember that the University does not compensate them for this work and most have heavy teaching schedules here and on other campuses.

Submitting Your Thesis Proposal

Once your advisor and all committee members are agreed that your proposal is ready, your next step is to submit the proposal to the department. First, add a cover sheet to your proposal including the title, date, and names of the committee members with the advisor identified and listed first. Each member of the committee will sign the cover sheet of your proposal, so include a signature line for each member. Once you have collected the committee signatures, you should prepare hard copies of your proposal for distribution to the faculty mailboxes in MHB seven days before the meeting where your proposal will be considered. You should submit a copy of your proposal to all the assistant, associate, and full professors in the department, along with all faculty members in the FERP (Faculty Early Retirement Program) who are on duty that semester. You can consult the department web page, your thesis advisor, the graduate advisor, the department chair, or the department administrative coordinator to determine the dates of department meetings and which faculty members are on duty. As your proposal will not be reviewed by part-time faculty members (lecturers), do not distribute your proposal to them.
THE THESIS OPTION

Students who elect the thesis option may, upon being advanced to candidacy, register for 6 units of Philosophy 698 (Thesis). Students normally take the 698 units with their primary thesis advisor (normally the Thesis Committee Chair). The Department also encourages students (and it is to the student’s advantage) to develop their thesis in close consultation with all members of their Thesis Committee. One strategy is to submit each chapter to the entire Thesis Committee as soon as the chapter reaches what the student and the faculty advisor feel is near final form. All theses must conform to the regulations specified in the document titled, Policies for Format of Theses, available in the office of the Thesis Reviewer (located in the Library).

An oral defense of the thesis before the student’s thesis committee will normally be required. The oral defense should be scheduled no later than one week prior to the deadline for submission of the thesis to the Thesis Reviewers office. A separate handout dealing with the oral defense is available from the Department office.

The student’s thesis committee determines the grade for the thesis; the chair of the committee is responsible for canvassing the other members of the committee and reporting the grade. Only after the thesis has been completed, and after the committee has signed the approval page, shall the grade be submitted. The final grade for the thesis will be officially recorded only after all the following steps have been completed: (1) the thesis committee has signed the approval page; (2) the Thesis Reviewer has approved the thesis format; and (3) the Dean of Graduate Studies has received the thesis for the University.

Students should check with the Thesis Reviewer for the deadline dates for submission of theses. These dates are usually four weeks prior to the last day of classes for the Fall and Spring semesters and two weeks before the end of the appropriate summer sessions. Students are also urged to attend a workshop on thesis formatting, scheduled by the Thesis Reviewer once each semester.

Students who wish to examine theses approved by the Department may consult the Graduate Advisor. Copies of theses are available in the Departmental Office and the University Library.

MASTER OF ARTS ORAL DEFENSE GUIDELINES

Purpose: The objects of an oral defense of the M.A. thesis are (a) demonstration by the student of his or her ability to articulate orally the subject matter and details of the thesis;
and (b) demonstration of the student's awareness of the thesis' presuppositions, alternatives, wider implications, related issues, etc., and of his or her ability to respond to questions about these matters.

**General Procedures:**

1. The Oral Defense is to be scheduled by the Thesis Committee Chair after the student's thesis is completed, distributed to the Committee, and informally approved by the committee--but before the final thesis grade is awarded. (The thesis need not yet have been presented to the Library's Reader.) The Thesis Committee Chair is responsible for: (a) giving a copy of these guidelines to the student, (b) informing the Graduate Advisor; (c) posting announcements in a timely manner indicating the date and place of the Defense; (e) chairing the Defense itself; and (f) reporting the thesis grade to the Department Secretary.

2. The official Oral Defense Committee will consist of the student's Thesis Committee. Additionally, the student may invite others (faculty, students, and friends) to attend as observers. Faculty members may also attend as observers.

3. The M.A. Defense normally should not last more than two hours. Normally, the defense will begin with oral abstract of the thesis presented by the student (approximately 20 minutes), followed by questions from the Oral Defense Committee. Students should expect questioning by the Oral Defense Committee along any of the following lines in so far as they are relevant to the thesis:
   a. further clarification of details of the thesis;
   b. defense of controversial claims made in the thesis;
   c. exploration of presuppositions and assumptions of the thesis which are not argued in it;
   d. considerations of alternative views and possibilities;
   e. connections with wider philosophical issues;
   f. comparison of the thesis' point of view or position with another philosophical approach;
   g. relationships to other work the student has done, or plans to do;
   h. relationships to another disciplinary field or interdisciplinary connection;
   i. a specific issue or concern raised by the thesis which is not covered in the previous list.

The objectives of the defense are primarily to permit demonstration of the student's ability to articulate and explain the thesis, its internal disciplines, and its connections with other positions, disciplines, interests, etc.

4. After the defense the Thesis Committee will meet in private to determine the outcome of the thesis defense. The Thesis Committee will assign one of three outcomes to the defense: (1) Pass without revision, (2) Pass subject to the satisfactory completion of specified revisions, or (3) Failed.

5. The Oral Defense will be taken into account in determining the grade for the thesis.
COMPREHENSIVE EXAMINATION OPTION

Students who elect the examination option propose three areas of concentration, such as a recognized philosophical discipline (e.g. Epistemology, Ethics, Aesthetics, or Philosophy of Law), an important philosophical school or movement (e.g. Logical Positivism), or a major philosopher. Although the three areas are to be distinct and different, at least two of them should be linked in some philosophically significant way. Examination questions in these areas may include questions consonant with this linkage. In proposing an examination committee and examination areas, the student, after consultation with the members of the proposed committee, must also propose a connecting theme, problem, or point of comparison for at least two of the areas. A preliminary bibliography of works to be studied in preparation for the examination should also be submitted to the Department for its approval.

Students who elect the examination option register for 3 units in Philosophy 697 (Directed Research). Although this course is not restricted to students who have been advanced to candidacy, it has special utility for such candidates in that it allows them to earn units toward their degree while at the same time preparing for their examination. A feasible, but not mandatory arrangement is for the candidate to register for one unit of 697 with each of the three members of the committee. Students who plan to register in 697 are required to obtain in advance the permission of the faculty members involved.

The candidates committee will be responsible for scheduling the examination (in consultation with the candidate), for preparing and evaluating the examination, and for reporting its decision to the Graduate Advisor.

Early in the final semester of study for the degree, the candidate should contact the Graduate Advisor and the chairperson of the committee to make arrangements for taking the examination. The Department will notify Enrollment Services, via the Associate Dean of Graduate Studies for the College of Liberal Arts, whether the student has passed or failed the examination. A candidate who has failed will usually be allowed to take the comprehensive examination a second time, and the Graduate Advisor should be contacted for specific procedures for the second attempt. To award a candidate the Masters degree for a particular semester, the results of the examination must be reported to the University Dean of Graduate Studies prior to the end of the semester.

WRITING COMPREHENSIVE EXAM PROPOSALS

The goal of your exam proposal is to present the tenured or tenure-track faculty members of the department with a outline of your intended exam areas and works to be studied so that the department may confirm that passing your exam warrants conferral of a master’s degree. Your exam areas must represent widely recognized topics or figures in philosophy. The texts that you select must represent a reasonably comprehensive and representative selection of significant works in each area. For exams covering historical figures both original and influential secondary sources should be included in your text list. When exam areas cover topics in philosophy (ex. freewill) your texts should include
important original works representing every major position in the area. Your goal in writing your exam proposal should be a concise, well-written document that clearly spells out your exam areas, the philosophical literature you will read, why your chosen areas and texts constitute a comprehensive and representative sampling of well-respected works on widely recognized figures or topics. In general you should aim for 1-2 pages of text, including your bibliography, for each exam area. Your text should include a description of the area of your exam and it's general relation to philosophy, the specific focus of your exam, the relation of the exam area to other areas (if related), and how the readings in your bibliography relate to your area and focus.

An indispensable part of writing your proposal is a thorough search of the literature in the Philosopher’s Index, including reading a number of important articles in the area prior to writing your proposal.

The best strategy for writing your thesis proposal is to start early and interact regularly with your committee. Your committee is your resource for advice and feedback on your proposal while you develop it. While it is desirable that committee members are readily available for students and can provide prompt feedback, you should recognize that faculty members have many responsibilities and demands on their time. Do not expect that faculty can give you immediate feedback or conform to your deadlines. You must plan and work so that you allow for potential delays.

The director of your committee is responsible for deciding when the proposal is ready for departmental review and the committee members must agree. Your committee members are also the ones who will present the proposal and defend it to the department. Likewise, your committee members will be creating and grading your exams. Thus, the more constructive interaction you have with them while writing the proposal the better.

It is important to note that a student cannot submit a proposal to the department on his/her initiative without the approval of an exam committee.

Below are some common difficulties with proposals that have been submitted in the past:

Personal histories: However you came to your exam areas is not relevant to assessing the philosophical merit of those exam areas or the relevance of the texts.

Writing a thesis proposal: The purpose of a comprehensive exam is to test your knowledge of the exam areas and the texts you studied. Neither your exam proposal nor your exams are forums for the articulation of a significant original contribution to the philosophical literature.

Broaching new frontiers: The comprehensive exam option exists as a means for master’s students to gain a deep mastery of three areas of within the recognized corpus of the philosophical tradition. If any of your areas are not ones which one might plausibly see offered as classes by the department and your texts are not widely read within the relevant areas of philosophy, then it is unlikely the department will find your proposal
satisfactory. It is unrealistic and unwise to ask or expect faculty to proctor exams in areas outside their stated competences.

Rushing to market: Think of your proposal as something that will take numerous drafts and some serious research to complete. Don’t try to slap together a document in order to meet a deadline. The timeline of an advanced degree is dictated exclusively by the amount of time it takes you to acquire and demonstrate a high level of competence in the field. When your proposal is ready for departmental review, you should be well on your way to being ready to write your exams.

Technical language: In general, it is better to state your thesis without technical language for a couple of reasons. First, expressing your project without reliance on technical jargon is an indicator that you have a good grasp of the issues. Second, not everyone in the department will necessarily be familiar with the terms you use. Of course, sometimes it is important to refer to technical terms in framing a view or problem. When you use technical language, you should always explicate its meaning.

Long historical exegesis: When relating your areas to the philosophical literature the most important facts to include are the ones that indicate how your exam areas and proposed texts satisfy the department requirement of a comprehensive and representative sampling of well-respected works on a widely studied figures or topics. A proposal need not contain a lengthy synopsis of the history of your topic.

Creating A Comprehensive Exam Committee

The exam committee consists of at least three faculty members, at least two of whom are tenured or tenure-track faculty members at CSULB. Your committee director must be a tenured or tenure-track faculty member of the Philosophy Department faculty. The third member can be a part-time faculty member or a person with appropriate qualifications from another university. Please consult with your committee chair in determining appropriate persons to invite to be on your committee. Although many part-time lecturers in the department are generous in volunteering their time for committee service, we request that you remember that the University does not compensate them for this work and most have heavy teaching schedules here and on other campuses.

Submitting Your Exam Proposal

Once your advisor and all committee members are agreed that your proposal is ready, your next step is to submit the proposal to the department. First, add a cover sheet to your proposal including the title, date, and names of the committee members with the advisor identified and listed first. Each member of the committee will sign the cover sheet of your proposal, so include a signature line for each member. Once you have collected the committee signatures, you should prepare hard copies of your proposal for distribution to the faculty mailboxes in MHB seven days before the meeting where your proposal will be considered. You should submit a copy of your proposal to all the
assistant, associate, and full professors in the department, along with all faculty members in the FERP (Faculty Early Retirement Program) who are on duty that semester. You can consult the department web page, your thesis advisor, the graduate advisor, the department chair, or the department administrative coordinator to determine the dates of department meetings and which faculty members are on duty. As your proposal will not be reviewed by part-time faculty members (lecturers), do not distribute your proposal to them.

Please note that you are responsible for all printing and photocopying of your proposal. The Department does not provide photocopying services for students for this or other purposes.

**DIRECTED STUDIES**

Directed studies allow students to pursue a well-defined research project under the supervision of a faculty member. Students should negotiate a reasonable reading list and set of assignments with the faculty member prior to registering for a directed study course—preferably in writing. Readings and assignments for a directed study should be equivalent to a regular graduate level course in both difficulty and amount. Typical projects for directed studies classes include the following: It is appropriate for students to take directed studies classes as a means to develop research papers to submit to journals or philosophy conferences through substantial revision and further research. Likewise, students may elect to take a directed studies class in conjunction with the development of their thesis or exam proposal. Another acceptable use of directed studies classes is to explore advanced or specialized topics in philosophy for which no regular graduate class is likely to be offered by the philosophy department (viz. modal logic). Directed studies classes are not appropriate substitutes for regular courses. However, occasionally students may take a directed studies course as a substitute for a class that is both important to their educational goals and which the student could not otherwise take. In such cases the student should fulfill all reading and course assignments for the graduate course as specified in a syllabus used for a recent graduate level offering of the course.

Directed studies are taken as a 599 course and can count for up to 6 units of your required 30 units for graduation. You must consult with the graduate advisor and complete the directed studies contract before registering for a directed studies course.

**FOREIGN LANGUAGE**

Although there is no general foreign language requirement, the Department reserves the right to require competence in a foreign language if the student chooses to work in an area in which study of the original non-English texts is essential, or in which the major research material is not available in English. A student intending to pursue doctoral
studies is advised to consider taking courses in at least one modern foreign language, such as French or German. The Graduate Advisor or a faculty member should be consulted on this matter.

**GS 700**

Students who have been advanced to candidacy, have completed all other course work, have departmental and college approval, and require additional utilization of University facilities (including the Library or computer labs) to complete their thesis or comprehensive examination may register for Graduate Studies 700, a credit/no credit course which does not require additional class attendance. Although no unit credit is added to the students degree program or transcript, GS 700 is considered as one unit of credit for fee payment purposes. This course also satisfies the requirement of registration in the semester that the student graduates. Students register for GS 700 through University College and Extension Services.

**University Seven Year Rule**

Student must satisfy requirements within 7 Years. All degree requirements must be completed within 7 years of the semester in which you attempted the first course for your program.

**Philosophy Department Policy on Revalidation of MA Coursework**

1. If individual circumstances warrant it, the Philosophy Department will revalidate no more than three courses on a student’s Program of Study.

2. The Philosophy Department will not revalidate any course for which the student received a grade lower than a “B.”

3. If more than three courses require revalidation, or the grade for that course is lower than a “B,” the student will have to retake that course, if it is a requirement for the MA program, or replace that course with a current course that completes the student’s Program of Study.

Procedures for revalidating coursework past the 7 year limit:

If the faculty member who taught the course is still available, the student shall contact her/him and request revalidation of the course. If the faculty member agrees to revalidate the course, s/he must require the student to provide a written demonstration of current competence, such as:

-an essay discussing at least four primary texts that are currently on that instructor’s syllabus for the course
-an annotated bibliography and an essay that reviews four secondary sources on the
course subject published since the date of the lapsed coursework

Once the student’s competence has been demonstrated to the faculty member’s
satisfaction, the submitted work will be forwarded to the graduate advisor, with a memo
from the faculty member attesting to the satisfactory completion of the revalidation. The
graduate coordinator will then have the revalidation approved by the College’s Associate
Dean.

If the faculty who taught the lapsed coursework is no longer available to the student, the
student shall notify the graduate advisor, who will consult with faculty currently teaching
that course and determine if a faculty member is willing to assess the student’s
competence by one of the means outlined above. If no appropriate faculty member
consents to overseeing recertification of a course, the student cannot recertify that course
and must either take a replacement course or recertify another appropriate course.

SCHOLARSHIPS

Graduate students and upper division undergraduate students who meet certain conditions
are eligible to apply for the Whittington Scholarship, the Friends of Philosophy
Scholarship, the Dr. Pei-Sung Tang Memorial Scholarship, and the Violet Tang
Memorial Scholarship.

To be eligible for the Scholarships, applicants must meet the following requirements:
1. Be enrolled for at least 12 units (if an undergraduate) or at least 6 units (if a graduate
student).

2. Be an upper-division or graduate student majoring in philosophy at the time of
application

3. Have completed at least 12 undergraduate or 6 graduate units in Philosophy at CSULB
prior to Fall 2005.

4. Have a cumulative undergraduate or graduate GPA (whichever is applicable) of at
least 3.2 overall.

5. Plan to complete his or her B.A. or M.A. in Philosophy at CSULB.

Previous recipients of the Whittington Scholarship are ineligible for a second
Whittington Scholarship. Previous recipients of other scholarships in the Department are
eligible for a second scholarship, but will receive a lower priority, based on financial
need.

To apply for the scholarships, submit just one application and you will be considered for
both (again, applications for the Tang scholarships are separate and can be found in the
Department of Philosophy main office, MHB 917).
Scholarship Application Requirements:
1. A cover letter stating why you believe you deserve this scholarship. Please explicitly address the three criteria of merit, promise, and need. This letter may also contain additional information which you feel would be helpful in evaluating your application, including special accomplishments while at CSULB such as activity or leadership in organizations, community involvement, research, honors, awards, etc., your plans for further study or a career after you complete your degree objective at CSULB, or special financial need.

2. A transcript of all college work completed at schools other than CSULB. [The Department will directly access your transcript for work at CSULB, so you do not need to submit a CSULB transcript.]

3. One sample of your philosophical writing (e.g., a paper written for a class).

*For application procedures, filing deadlines, and other information, contact the Graduate Advisor.

GRADUATE EMPLOYMENT

Several opportunities are available to graduate students to gain experience leading discussion groups and assisting in undergraduate courses in the Department.

Philosophy Graduate Assistantships:
In Spring 1997, the Department began a new "teacher-in-training" program for graduate student assistants leading discussion groups and assisting with grading in lower-division courses. The Department typically employs 3-6 Graduate Assistants each semester. Students should ordinarily expect to be eligible for appointment in their second year of successful graduate studies. For the academic year 2005-6, students were paid approximately $2562 per semester for 10 hours/week in five monthly installments of $512.50 each, totaling or $5120 per semester for 20 hrs/week. Students interested in this program are urged to take the Department teaching seminar as well as to gain experience working with students through employment at the Learning Assistance Center or participation in the Department's Philosophy in the Schools Program.

Departmental reader positions are sometimes available for qualified persons. A reader works closely with a member of the faculty, but is not responsible for instruction.

The Department will begin accepting applications for Graduate Assistantships and Student Assistantships for 2006-2007 in April 2006. Please check this web site for the announcement and application deadline.

Application for these positions can be made to the Chair of the Philosophy Department.

CSULB Graduate Assistantships:

Many campus departments without MA programs are eager to hire Philosophy MA students to assist with grading and writing tutorials. Additional employment is typically available for graduate students as tutors at the Learning Assistance Center, as graders for
other departments in the humanities, and as graduate assistants for the Honors Program and Supplemental Instruction program. The Department can assist graduate students in obtaining those appointments. Graduate students may work up to a total of 20 hrs/week in all campus employment combined. The Graduate Advisor can provide more information about these and other campus employment possibilities.

**Student Assistantships:**
The Department also offers student assistantships for both the regular school year and the summer session. Student assistants are responsible for assistance within the Philosophy Department Office. Student Assistants may not work more than 20 hours per week. *Application forms are found on the Department website or can be picked up at the Department Office.*

**PLACEMENT**

The possibilities of placement in philosophy are limited at present, although a substantial number of our recent graduates have either found jobs teaching with an M.A. or have gone on to complete Ph.D. degrees and then have found teaching posts. Other students have found employment in the computer industry by virtue of their formal logic and problem solving skills.

Some students choose to combine their graduate studies in philosophy with the earning of a teaching credential in secondary or elementary education, preparing themselves in some field other than philosophy, since presently few opportunities arise to teach philosophy itself in the public schools.

In trying to enter a Ph.D. program or obtain a teaching position in philosophy, the student should request a transcript and letters of recommendation from those members of the faculty acquainted with the student's academic potential and character. If the student is looking for employment outside of philosophy, the University Placement Office may also be of assistance.

Since the Department is continually trying to improve its M.A. program, students can be of help to the Department by keeping the faculty informed of suggestions, both before and after being awarded the M.A. degree. The Department will appreciate the cooperation of its M.A. graduates in keeping its alumni files up to date.

**GRADUATE FACULTY**

**William M. Johnson.** B.A., University of California, Berkeley. Areas of specialization: Wittgenstein; 20th Century-English Language Philosophy; Logic; Philosophy of Language; Philosophical Psychology; Critical Thinking; Epistemology.

Lawrence Nolan. Chairman. B.A., M.A., Ph.D., University of California, Irvine. Areas of Specialization: Modern Philosophy; Medieval Philosophy; Philosophy of Religion.

Max Rosenkrantz. B.A. Philosophy at Johns Hopkins University; PhD University of Texas, Austin. Areas of Specialization: History of Analytic Philosophy, Metaphysics, Philosophy of Language, Marxist Theory.

Ravi Sharma. ON Leave 2007-8 academic year B.A. at Haverford College, M.A. in Philosophy at Pennsylvania State University, Ph.D. in Philosophy at the University of Texas, Austin Areas of Specialization: Ancient Philosophy, Analytical Ontology, Early Modern Philosophy, Metaphysics.

Paul C. L. Tang. B.Sc., University of British Columbia; M.A. (Ed.), Simon Fraser University; M.A., Ph.D. Washington University, St. Louis. Areas of Specialization: Philosophy of Natural Science; Philosophy of Social Science; History of Science; Epistemology; Philosophy of Language; Logic; Philosophy of Mind; Philosophy of Cognitive Science; Asian and Comparative Philosophy; Aesthetics; W. V Quine; Nelson Goodman.

Julie Van Camp. A.B., Mount Holyoke College; J.D., Georgetown University; M.A., Ph.D., Temple University. Areas of Specialization: Philosophy of Art; Philosophy of Law.


Wayne Wright. B.A Hofstra University; M.A. University of Florida; Ph.D. Temple University. Areas of Specialization: Philosophy of Mind, Cognitive Science, Epistemology, Philosophy of Science, Kant, Metaphysics.

GRADUATE COURSES

513 CONTINENTAL RATIONALISM (3)
Prerequisites: Six units of philosophy to include PHIL 204 or consent of instructor. Close study of such major figures as Descartes, Spinoza and Leibniz.

514 BRITISH EMPIRICISM (3)
Prerequisites: Six units of philosophy to include PHIL 204 or consent of instructor. Close study of such major figures as Locke, Berkeley, Hume.

516 PRAGMATISM (3)
Prerequisites: Three units of philosophy or consent of instructor. Development of pragmatism as exemplified in the philosophies of Peirce, James, Dewey and Mead.

517 PHENOMENOLOGY (3)
Prerequisites: Six units of philosophy or consent of instructor. Study of one of the major movements of contemporary philosophy. Themes treated may include knowledge, meaning, emotionality, embodiment, language, sociality, freedom, and religion. Philosophers treated may include Husserl, Scheler, Heidegger, Merleau-Ponty, and Ricoeur.

518 EXISTENTIALISM (3)
Prerequisites: Three Units of philosophy or consent of instructor. Intensive study of such issues as self-as-existence, freedom and responsibility in their ethical, religious, political and aesthetic dimensions. Philosophers treated may include Kierkegaard, Nietzsche, Marcel, Jaspers, Sartre, and Camus.

519 ANALYTIC PHILOSOPHY (3)
Prerequisites: Six units of philosophy to include PHIL 270, or consent of instructor. Critical analysis of major movements in the development of Anglo-American philosophy in the twentieth century, such as logical atomism, logical positivism, and ordinary language philosophy. Intensive study of the contributions of such philosophers as Moore, Russell, Wittgenstein, Ayer, Ryle, Austin, Strawson, and Quine.

521 PLATO (3)
Prerequisites: Six units of philosophy to include PHIL 203, or consent of instructor. Close study of Plato's thought, based primarily on readings from his works.

522 ARISTOTLE (3)
Prerequisites: Six units of philosophy to include PHIL 203, or consent of instructor. Close study of Aristotle's thought, based primarily on readings from his works.

523 KANT (3)
Prerequisites: Six units of philosophy to include PHIL 204, or consent of instructor. Intensive study of Kant's Critique of Pure Reason.

524 HEGEL (3)
Prerequisites: Six units of philosophy to include PHIL 204, or consent of instructor. Study of Hegel's philosophy of mind, logic, and other topics.

525 WITTGENSTEIN (3)
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.

552 ADVANCED STUDIES IN LAW, PHILOSOPHY, AND THE HUMANITIES
Prerequisites: Graduate standing. Comparison of how the law is considered by various disciplines; primary focus is on philosophical methods and legal methods, with some consideration of other humanities disciplines, such as literature.

555 PHILOSOPHICAL PERSPECTIVES ON SEX AND LOVE (3)
Prerequisites: Six units of philosophy or consent of instructor. Philosophical perspectives on sex and love explores philosophical issues concerning sex, gender, and love through readings and discussion of classical and contemporary philosophical sources. Topics such as sexual perversion, romantic love, and gender discrimination are examined.

570 SYMBOLIC LOGIC II (3)
Prerequisites: PHIL 270 or MATH 330 or consent of instructor. Philosophical consideration of deductive systems.

571 PROBLEMS IN LOGIC (3)
Prerequisites: One course in logic or consent of instructor. Selected issues in logic and language. Topics which might be offered include: paradoxes, the history of logic, analytic and synthetic truth, meaning, the limits of formal logic, induction and scientific method. May be repeated for a maximum of six units, subject to suitable variation in course content.

572 PROBLEMS IN THEORY OF VALUE (3)
Examination of selected problems in which evaluation provides a central topic of concern, such as those issues commonly discussed in aesthetics, political philosophy or the philosophy of law. May be repeated for a maximum of six units, subject to suitable variation in course content.

583 PHILOSOPHICAL PSYCHOLOGY (3)
Prerequisites: Six units of philosophy or consent of instructor. The goal of this course is to familiarize students with the ontological, epistemological, and methodological problems prominent in the philosophy of mind and the philosophy of cognitive science as well as the historically and scientifically important attempts to resolve these problems. Upon completion of the course, students should be able to discuss and write about these problems and their proposed solutions at an advanced level. Students should be able to read and comprehend current journal articles on these topics. Students will likewise have a familiarity with such as intention, consciousness, action, motive, imagination, belief and purpose.

584 PHILOSOPHY OF LANGUAGE (3)
Prerequisites: Six units of philosophy or consent of instructor. Philosophical thought about language and meaning.

590 SPECIAL TOPICS: EARLY PHILOSOPHY (3)
Prerequisites: Six units of philosophy or consent of instructor. Detailed and intensive study of figures, periods or issues in ancient or medieval philosophy. Specific issues,
period or figures will be announced in the Schedule of Classes. Sample titles: Pre-Socratic Philosophy, Post- Aristotelian Philosophy, Medieval Philosophy. May be repeated for credit to a maximum of nine units with different topics.

591 SPECIAL TOPICS: MODERN TRADITION (3)
Prerequisites: Six units of philosophy or consent of instructor. Detailed and intensive study of a significant philosopher, or of some issue or theme of the modern (1600-1900) philosophical era. Specific titles will be announced in the Schedule of Classes. Sample titles: Hobbes, German Idealism, Nietzsche. May be repeated for credit to a maximum of nine units with different topics.

592 SPECIAL TOPICS: TWENTIETH CENTURY PHILOSOPHY (3)
Prerequisites: Six units of philosophy or consent of instructor. Detailed and intensive study of a significant philosopher or of a school or movement of the twentieth century. Specific title will be announced in the Schedule of Classes. Sample titles: Wittgenstein, Heidegger, Russell, Process Philosophy. May be repeated for credit to a maximum of nine units with different topics.

593 SPECIAL TOPICS: METAPHYSICAL STUDIES (3)
Prerequisites: Six units of philosophy or consent of instructor. Seminar study of a selected metaphysical topic. Sample topics: Time, Personal Identity, Philosophical Theology, Philosophy of Action, Process Philosophy. Specific topic will be announced in the Schedule of Classes. May be repeated for credit to a maximum of nine units with different topics.

594 SPECIAL TOPICS: EPISTEMOLOGICAL STUDIES (3)
Prerequisites: Six units of philosophy or consent of instructor. Seminar study of a selected epistemological topic. Sample topics: Philosophy of History, Philosophy of Perception. Specific topic will be announced in the Schedule of Classes. May be repeated for credit to a maximum of nine units with different topics.

595 SPECIAL TOPICS: LOGIC AND SEMANTICS (3)
Prerequisites: Six units of philosophy or consent of instructor. Seminar study of a selected topic in logic or semantics. Sample topics: Probability, Necessary Truth, Paradoxes, Philosophy of Mathematics. Specific topic will be announced in the Schedule of Classes. May be repeated for credit to a maximum of nine units with different topics.

596 SPECIAL TOPICS: VALUE AND EVALUATION (3)
Prerequisites: Six units of philosophy or consent of instructor. Seminar study of a selected topic in value or evaluation. Sample topics: Theories of Value, Freedom and Determinism. Specific topics will be announced in the Schedule of Classes. May be repeated for credit to a maximum of nine units with different topics.

597 TEACHING PHILOSOPHY (3)
Seminar Style course of special interest to graduate students who intend to pursue a career as teacher-scholars in colleges and universities as well as to students who are serving as Graduate Assistants (GA’s) or who are interested in serving as GA’s in the future. Topics to be covered include teaching styles; discussion techniques; syllabus creation; designing effective assignments; grading; engaging undergraduate and graduate students in scholarly research; teaching specialized tutorial courses; the role of teacher-scholar in the profession.

599 GRADUATE TUTORIAL (1-3)
Prerequisite: Consent of instructor. Supervised independent study. May be repeated for credit to a maximum of six units.

620 SEMINAR IN HISTORY OF PHILOSOPHY (3)
Prerequisite: Consent of instructor. Close study of selected subjects in the history of philosophy. The original language may be required. May be repeated with different subjects for a maximum of nine units.

630 SEMINAR IN PHILOSOPHY OF RELIGION (3)
Prerequisite: PHIL 330 or consent of instructor. Critical examination of selected issues, figures and movements. May be repeated for a maximum of six units, subject to suitable variation.

640 SEMINAR IN METAPHYSICS (3)
Prerequisites: PHIL 342 or consent of instructor. Supervised research and discussion on recurrent metaphysical problems and systems on the basis of selected works. May be repeated for a maximum of six units, subject to suitable variation of course content.

663 SEMINAR IN ETHICS (3)
Prerequisites: PHIL 363 or consent of instructor. Systematic examination of topics (such as human rights, pleasure) and theories (such as utilitarianism, contract theory) which are central to moral reasoning. May be repeated for a maximum of six units, subject to suitable variation in course content.

680 SEMINAR IN EPISTEMOLOGY (3)
Prerequisites: PHIL 382 or consent of instructor. This course provides a systematic critical examination of specific selected issues, figures and movements within epistemology. The course may be repeated for a maximum of six units, subject to suitable variation in course content.

681 SEMINAR IN THE PHILOSOPHY OF SCIENCE (3)
Prerequisite: Phil 381 or consent of instructor. Current issues in the philosophy of science. May be repeated for a maximum of six units, subject to suitable variation in course content.

690 SEMINAR IN SELECTED TOPICS OF CURRENT INTEREST (3)
Presentation, discussion, and critical evaluation of advanced work (which may include original research of faculty and graduate students) in selected topics of current interest to professional philosophers. If demand for more than one subject exists, multiple sections may be given in any one semester. May be repeated for a maximum of six units, subject to suitable variation of course content.

697 DIRECTED RESEARCH (1-3)
Prerequisite: Consent of the student’s advisor.

698 THESIS (2-6)
Prerequisite: Consent of graduate advisor. Preparation and completion of a thesis in philosophy.