

PHIL 325: Philosophy of Biology (Fall 2026)

Course Syllabus



Course Info

Course: PHIL 325

Title: Philosophy of Biology

Section: 15361

Instructional mode: CSUN calls this a Campus Online class (OC/COA/COS), which is mostly online but with some campus meetings. Most weeks course material is presented asynchronously online (you will have deadlines for assignments but we have no live Zoom meetings). We will, however, also meet 3 times in person on campus, where you'll take in-class exams. The dates for our on-campus meetings are:

- Test #1: Friday September 18th, 10:00AM-11:15AM [Goodman Hall](#) (formerly called Maple Hall) room 212
- Test #2: Friday November 6th, 10:00AM-11:15AM [Goodman Hall](#) room 212
- Test #3: Friday December 18th, 10:15AM-12:15PM
 - **Note: Test #3 will be in a different room: [Noski Auditorium 101](#)**
- Only if needed: Friday December 11th, 10:00AM-11:15AM [Goodman Hall](#) room 212 only to make up missed tests #1 or #2

Instructor Info

Instructor: Mitchell Herschbach

Instructor's email: mitchell.herschbach@csun.edu

Office Hours: Office hours are a time for you to ask me questions about the course readings, assignments, your grades, or anything else you want to chat about. You can just drop in, no prior appointment necessary.

I will be available at the times listed below, and by appointment at other times (*seriously*, I am willing to make appointments at other times).

Mondays, Tuesdays, and Wednesdays on Zoom only: 4:00–5:00 PM

Physical Office: Sierra Tower TBD

Zoom info for virtual office hours:

Meeting ID: 894 7778 5735 **Password:** 343721

Link to join: <https://csun.zoom.us/j/89477785735?pwd=ODB4eVdYRmF2TWRrMXFyYjNHdUI3QT09>

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I. What do you need to know most about this course before we start?

Brief Catalog Description of the Course

The course addresses philosophical issues central to biological sciences, with particular attention to the social implications of contemporary biological theories. Topics may include debates concerning evolution, the existence of biological laws, and the relationship between biology and technology. The course also introduces basic concepts in philosophy of science, such as demarcation, scientific explanation, and the scientific method, which are necessary for examining the above issues.

Prerequisites

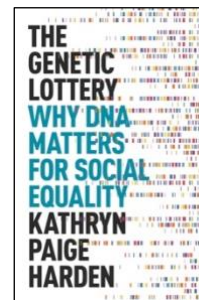
Completion of the Lower Division Writing Requirement

GE Course

Fulfills GE requirement Area 3B Humanities or Area 5 Physical and Biological Sciences, Upper Division. Writing Intensive (W.I.) course designation.

Required Course Materials

- All **readings and materials** for the course will be posted on **Canvas**.
 - We'll be reading an entire book in the second half the semester: *The Genetic Lottery: Why DNA Matters for Social Equality* by Kathryn Paige Harden. ISBN: 9780691226705 (paperback). **If you want a print copy to read instead of (free) PDFs, the bookstore will have printed copies available for purchase.**
- We will be using the following online tools:
 - **Canvas** – This is CSUN's learning management system. You will access all content for the course and submit all assignments through here. Log in at <https://canvas.csun.edu/> using your CSUN username and password.
 - **Zoom** – for office hours



Course Format

This is a Campus Online class, meaning, it is mostly online but we'll meet in person on campus a few times during the semester.

For the online component, we do not meet live. Lectures and other materials are pre-recorded, and you work on the course at your own pace to meet the assignment deadlines. This format requires you to work on your own and be responsible for the course deadlines.

The in-person meetings are for closed-book, hand-written tests you'll complete using blue books.

The course is organized around weekly Modules, starting with Module 1 (Module 0 contains general information about the course). Each module contains the material you're to complete that week. It will consist of texts to read and discuss, video lectures to watch, short quizzes on those lectures, and an end of module quiz. Think of these as your regular homework assignments. More intermittent assignments include our In-Person Tests and Reflection Video. These will measure your mastery of the material we cover in each module.

What Should You Be Doing for This Class On A Typical Week?

- For each module:
 - Read:
 - the **overview** to the module
 - the **assigned texts**
 - Watch:
 - the **lecture videos** for each module
 - Do:
 - Post in the **Discussions**
 - Complete the **End of Module Quiz**
- Prepare for less regular assignments:
 - Study the material for the next **In-Person Test**
 - Complete the **Explainer Video**
 - Throughout the semester, in preparation for the **Reflection Video**: reflect on the course material (what you've most interesting, challenging, what changed your mind, what reinforced beliefs you already had), and think about how it relates to topics you've confronted in other classes or your personal experience
- **Communicate** with me during office hours on Zoom, via email/Canvas messages

What Do I Expect of Students?

- Read the entire syllabus and check it (or the other info in Module 0 on Canvas) first when you have questions about the course. If you can't find the answer to your question, definitely ask me
- Regularly check Canvas. Check for postings and announcements on Canvas as often as is feasible for you. I recommend at least every other day. Or even better, turn on notifications for Due Date Changes, Course Content, Announcements, and Conversation Message so you'll be emailed and/or given push notifications on your devices.
 - [Here is a page explaining how to change Canvas's Notification Settings](#)
- Follow the schedule on Canvas for completing readings and doing homework assignments about them
- Keep me in the loop about anything that's interfering with your ability to complete your coursework. I can't help you if you don't let me know how you're doing. So please try to be brave and reach out to me when you need help.
- Adhere to the following norms for online interaction with the instructor and your peers:
 - Presume positive intentions of your classmates
 - Approach disagreement with curiosity
 - Engage respectfully
- If you have any questions:
 - Email me, meet with me during office hours, or make an appointment to meet with me another time
- Make use of other campus resources for additional tutoring and help:
 - [The Department of Philosophy's Peer Tutoring Service](#) is a great resource for help with reading philosophy texts and doing philosophical writing. They offer in-person and virtual tutoring. Use the link for "Upper-Division GE Philosophy (Philosophical Reading and Writing)"
 - For help with writing, contact the [University Writing Center](#).
- Check the Canvas Gradebook periodically throughout the semester.
- Backup all of your work on the computer. A good way to back up is to email your CSUN account or use the [myCSUNbox](#) to save your work.
- Save all of your graded work until your grade for this class is posted to your record.

What is My Role as your Teacher?

- I want you all to succeed in my course, however you define success. My job is to try to help you achieve your learning goals for this course.
- Even if you don't come to love philosophy the way I do, I hope you learn more about what philosophy is, what it can offer compared to other disciplines like business or the sciences
- I aim to communicate my expectations clearly, and give you any support you need to meet those expectations.
- I aim to create a learning environment where you are comfortable discussing these topics with me and the rest of the students in our class, even when you aren't confident that you accurately understand material from the course readings or lecture.
- I will try to reach out to you all individually if I have evidence you're struggling somehow (e.g., missing assignments). But I hope you'll be comfortable coming to me rather than waiting for me to reach out.
- No one is perfect. So if I make a mistake, I will own up to it and correct it as soon as possible in as fair a way as possible.

Pronouns/Preferred Name

I will gladly honor your gender pronoun and any request to address you by an alternate name. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. It is the goal of this course and CSUN to create an environment in which all students feel supported and respected academically and personally.

Special Accommodations

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD), and inform me as soon as possible of any accommodations they determine you are eligible for. The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684, <http://www.csun.edu/dres/index.php> NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611, <http://www.csun.edu/ncod/>
If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

Title IX: Sexual Misconduct Disclosures and Maintaining and Respectful Learning Environment

Students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences in race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, and age.

In this course, the topic of sex (including sexual misconduct/sexual violence) may emerge either purposefully or inadvertently in readings, films, class discussions or other class materials. We recognize that such topics may be

particularly upsetting for some survivors; we encourage all students to seek the support they need.

While making personal connections with the topics studied in any course can be a meaningful and important endeavor, please be aware of the following policy regarding confidentiality and disclosures of incidents of sexual misconduct/sexual violence.

As your instructor, one of my responsibilities is to help maintain a safe learning environment on our campus.

In the event that you choose to write, speak, or otherwise disclose having experienced sexual misconduct/sexual violence, including rape, sexual assault, sexual battery, dating violence, domestic violence, or stalking, and specify that this violence occurred while you or the perpetrator were a CSUN student, federal and state laws require that I, as a “responsible employee,” notify our campus Title IX Coordinator. The Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including possibilities for holding accountable the person who harmed you. Know that you will not be forced to share information and your level of involvement will be your choice.

CSUN's Office of Equity and CTitle IX Coordinator is:

La Shonda Coleman
Office of Equity and Compliance
Campus Store Complex (CSC)
Room 220
Phone: (818) 677-2077
E-Mail: equityandcompliance@csun.edu

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially with our Campus Care Advocates.

CSUN's Campus Care Advocates can be reached at:

Klotz Student Health Center, 2nd Floor, Room 201
Phone: (818) 677-7492
E-mail: Careadvocates@csun.edu

Other Sources of Help

If you need help with this course specifically, come to me! Attend office hours, send me an email, make an appointment for a Zoom meeting.

More generally, CSUN has student support services of many types. I list many of these at the bottom of Module 0 on Canvas. One place to start is [You@CSUN](#).

Important Note about a Possible Work Stoppage During the Semester

The California Faculty Association (the union that represents all CSU faculty, including lecturer faculty, tenure-line faculty, coaches, counselors, and librarians) is in the midst of a difficult contract dispute with the CSU system-wide administration. In response to the CSU management's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at:

www.calfac.org and www.cfabargaining.org

II. What will you learn in this course?

What specific topics will we cover?

- **What is science?:** We'll start by briefly addressing the nature of science, to inform our discussion of our second topic. We'll focus on what's called the demarcation problem: how to distinguish science from pseudoscience. An important part of this discussion will be trying to describe the methods characteristic of science, particularly the reasoning processes scientists use to reach their conclusions about what the world is like.
- **Evolutionary Theory vs. Creationism & Intelligent Design Theories:** This section of the course will apply our discussion of the nature of science to address the controversy over Darwinian evolutionary theory. While biologists consider evolutionary theory an extremely well supported scientific theory central to modern biology, many people (especially Americans) deny this, saying that biological science and biology classes should give more attention to alternative theories like Creationism and Intelligent Design Theory. We'll address the question of whether these alternatives are genuine scientific rivals to evolutionary theory, or pseudoscientific claims that should stay out of the biology lab and biology classrooms.
- **Evolutionary Psychology and Human Nature:** In the third section of the course, we'll cover the implications of evolutionary theory for accounts of human nature. We'll start by reviewing a major recent approach to this endeavor, Evolutionary Psychology. Then we'll investigate some work in Evolutionary Psychology about human sexual behavior. We'll focus on Thornhill & Palmer's controversial hypothesis that the capacity for rape might be an adaptive trait. We'll discuss the empirical merits of this kind of proposal and its moral and social implications.
- **Species and De-Extinction:** The biotech company Colossal Biosciences recently made the news for "bringing back" the dire wolf, which had gone extinct 10,000-13,000 years ago. What exactly did the company do in this case? What does "de-extinction" really mean? Is de-extinction even possible? Is it something we should be doing? Exploring these questions will also involve addressing what a species even is—which we'll learn is not so straightforward a question even amongst biologists.
- **Genetics, Ethics, and Justice:** a large chunk of the course will be devoted to reading most of Kathryn Paige Harden's book *The Genetic Lottery: Why DNA Matters for Social Equality*. One topic of the book is to present a picture of how genes affect our brains and bodies in ways that matter to our life outcomes. This alone requires great care, to avoid mistaken beliefs about genetic causation and differences between races. Harden wants us to be aware of the dark history of genetics, and the ways people have appealed to genetics research to support racist, classist, eugenic views and policies. But Harden thinks genetics research can actually be used to support an egalitarian picture of a just society. So our goal will be to understand and evaluate Harden's moral arguments.

Course Specific Learning Objectives

Students will:

1. Demonstrate knowledge of the nature and the method of scientific inquiry in general, including the relation between theory and evidence, the logical features of reasoning in the sciences, and how to demarcate science from pseudoscience
2. Demonstrate knowledge of the central concepts and theories in biology, including evolutionary theory, evolutionary psychology, and behavioral genetics
3. Explain and defend positions on debates in philosophy of biology, including how to demarcate science from pseudoscience, how creationism and intelligent design stand as scientific challengers to evolutionary theory, whether evolutionary psychology can offer good scientific explanations of human behavior, metaphysical and ethical controversies over attempts at "de-extinction", and issues of ethics and justice related to human behavioral genetics
4. Apply skills in critical thinking, reading, and writing, to topics in the life sciences

III. How will I assess what you have learned?

Assignments

1. *Discussions (10% of course grade)*

Though we don't have in-person class meetings to discuss the course material, I am trying to replicate that online with discussion forums. The discussions are focused on the reading(s) assigned for that week's module. There are two parts for each discussion:

Step 1: You will be assigned one of several roles to adopt for that module's discussion (roles are described on Canvas). You will write an initial post of 250-350 words according to your assigned role.

Step 2: After step 1, write a reply to one student with a different role than yours. Replies should be at least 75 words.

You should complete your **Initial post by 10pm Thursday night** and **your reply by 10pm Sunday night** each week.

2. *Watching Lecture Videos (5% of course grade)*

There are lecture videos hosted via Panopto Video for each module. These help to explain the content found in the readings, to prepare you for the tests and other assignments about this material.

You are expected to watch these videos. Panopto records data about your viewing behavior. For each video, you'll earn a completeness score (0-100%), assessing how much of the video you watched. Note: viewing speed (e.g., 1.5x) does not negatively affect the completeness score.

You should complete these by **10pm Thursday** each week.

3. *End of Module Quizzes (10% of course grade in total)*

At the end of each Module, you'll take a quiz testing you on that material. They consist of roughly eight to ten multiple-choice type questions. There is a time limit of 15 minutes. You will get up to 2 attempts at each assignment; your grade will be the *average* of your attempts (so if you're happy with your grade on the first attempt, you don't need to make a second attempt).

You should complete these by **10pm Sunday night** each week.

4. *Explainer Video (7.5% of course grade)*

You will record a 3-5 minute video explaining some key concepts and claims from the class in clear and concise manner. You cannot read from a script, but you can use minimal notes which you'll submit with your video.

5. *In-Person Tests (60% of course grade in total)*

Test #1 on Modules 1-4 (20% of course grade)

Test #2 on Modules 5-9 (20% of course grade)

Test #3 on Modules 10-13 (20% of course grade)

In-person tests will assess your understanding of the concepts, claims, and arguments we cover in the modules. The tests will be closed-book, closed-note. They will consist of questions requiring written responses – primarily multi-paragraph essays, but including some short answer.

You will have the opportunity to revise your essay responses from Tests #1 and #2 based on instructor feedback. You will need to type up your revised response, add page citations and a works cited list, and list what changes you've made. Full instructions about this will be provided on Canvas.

6. *Final Reflection Video (7.5% of course grade)*

You will record a 5 minute video reflecting on what you've learned about philosophy of biology, what you've most interesting, challenging, what changed your mind, what reinforced beliefs you already had, and think about how it relates to topics you've confronted in other classes or your personal experience. You cannot read from a script, but you can use minimal notes which you'll submit with your video. Full instructions will be posted on Canvas.

Grades

Letter grades will be assigned using the plus/minus system, as follows:

A =	93.3-100%
A- =	90.0-93.2%
B+ =	86.7-89.9%
B =	83.3-86.6%
B- =	80-83.2%
C+ =	76.7-79.9%
C =	73.3-76.6%
C- =	70.0-73.32%
D+ =	66.7-69.9%
D =	63.3-66.6%
D- =	60-63.2%
F =	0-59.9%

Extra Credit

I will assign no extra-credit work. There is nothing that you, individually or collectively, can do for extra credit.

Late Work

You are expected to be aware of deadlines and submit your work on time. Late work will only be accepted if approved by the instructor.

To maximize your chances of obtaining an extension, you should contact me before a deadline to negotiate an extension. I encourage you to reserve such requests for genuine emergencies, rather than simply forgetting a deadline.

If you miss numerous assignments because of something significant (e.g., you're struggling with your mental health, experience homelessness, a major family conflict), please reach out as soon as possible—I am here to help you succeed in the course despite these sorts of barriers. Simply experiencing one of these situations does not guarantee you'll be able to miss all missed work. But I will do my best to work with you to get back on track.

IV. Academic Integrity and Policies about Tests and Use of AI

Academic Integrity Policy

Students are expected to conduct themselves in accord with university policies on Student Conduct and Academic Dishonesty, which are found in the University Catalog:

[Definition of Academic Dishonesty](#)

[Penalties for Academic Dishonesty](#)

Cheating will not be tolerated, and any student who violates this policy will, at a minimum, earn a zero for the assignment; further punishment may include failing the class and being subject to formal disciplinary actions from the University.

You are responsible for familiarizing yourself with these policies; ignorance is not an excuse. If you have any questions about these policies, feel free to contact me.

Policies about In-Person Tests

Your in-person tests are the major assessments of your understanding of the course material. They require written answers in an exam book (what are typically called "blue books" though the ones sold by the CSUN bookstore are green). These tests should be 100% your own work. **During tests you cannot make use of written materials or electronic devices, and cannot interact with any other people.** Because of this, you will not be allowed to have any of these things on your person or near you during the test. You should either not bring them into the test room, or be willing to put them in a bag you place at the front of the room.

In light of this policy, being observed with a phone or other banned materials on your person during a test will be interpreted as evidence of cheating. This will result in the consequences described above.

I do not like having to be so strict a policy about testing conditions. But I have unfortunately had students try to cheat in the past. I do not think it is fair to other students for me to be permissive with cheating on tests. So I will do everything reasonable to prevent cheating, and to report all cases of cheating when they occur.

Policy About Use of AI

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Google Gemini, or Grammarly) for any assignments in this course. You should not use AI to brainstorm ideas, generate an outline, or generate actual sentences you use on any assignment. Violating this policy constitutes academic dishonesty, and will result in the consequences described above.

It is impossible for me to police the use of AI purely to read and study the course material (i.e., understand the course content). But I do not recommend using AI to summarize course readings. I expect you to read the course texts yourself. I recommend putting your questions about the course readings in our Discussion assignments, and/or asking them directly to me via email or in office hours. But I understand the appeal of using AI as a tutor that's available 24-7. But proceed with caution, given the propensity for AI models to "hallucinate" (see below).

The reason I ban the use of AI on course assignments is that it can interfere with your developing your reading and writing skills. Consider the spell check function available on almost every platform where you type text. You have to have some idea of how to spell the word you want to write in order for spell check to be useful. Think how inefficient it'd be if you had to spell check almost every word you typed. You need to know how to spell decently well before the spell check tool is useful. AI tools today are much more advanced than spell check, and can help provide you with the very words to include. But that means the AI tool is coming up with the words, not you. So you're not developing your skills of coming up with an idea, figuring out how to formulate the sentences and paragraphs that make up a written text—roughly at first, then more precisely and accurately through the revision process. Often you

won't know what you really want to say until you start drafting your ideas. Even using AI to brainstorm means you're removing an important part of the writing process. Similar reasoning applies to reading and critical thinking skills. Relying on AI summaries can never completely replace the understanding offered by reading a text yourself. And for you to even understand detailed summaries relies on your reading skills.

Another reason I do not allow AI tools is that they still make significant errors. Large language models (LLMs) like ChatGPT are prediction engines: they represent what word should come next in a string of text. They do not understand the content they spit out. They do not distinguish between what is true and what is false. AI experts describe LLMs as "hallucinating" when they output demonstrably false claims. And it can be difficult to know when an AI program is hallucinating and when it is not. They are designed to give you an answer and act as if this answer is correct—even if it is blatantly false. If you're, for example, using an AI tool to write a discussion post about a reading we've covered in this course, it might output mistaken claims and arguments about that text. You cannot rely on the LLM as an expert.

You don't want your assignments to contain the text-equivalent of this sort of AI video output ([video source here](#)):



Starts out fine..



Then goes horribly wrong...



....

And perhaps worse, you're cheating—you're using the AI tool to tell you what an assigned text has said, or to make an argument, instead of ****you**** being the one doing that work for your course.

AI tools are awesome in many ways. But in my opinion, they're not great for student learning. So please do not use them in this course.

The only at-home writing you will do for this course involves revising your answers to in-person test questions. I will give specific instructions about how you will make these revisions, in order to disincentivize your using AI.

V. Course road map

This schedule is tentative and subject to revision. The deadlines posted on Canvas constitute the official course schedule.

	Topics and Readings	Assignments
Week 1 Mon Aug 24 - Sun Aug 30	Module 0: Welcome to Course READ: all items in Module with an open circle Module 1: What is science? Introduction READ: - Module 1 Overview - Michael Shermer, "Science and Pseudoscience"	By Wednesday 10pm: Module 0: Introduction Module 0: Syllabus By Thursday 10pm: Module 1 Discussion: Initial post Module 1: Watch Lecture video By Sunday 10pm: Module 1 Discussion: Response Module 1 Quiz
Week 2 Mon Aug 31 - Sun Sep 6	Module 2: What is science? Hempel READ: - Module 2 Overview - Carl Hempel, <i>Philosophy of Natural Science</i>, pp. 3-18	By Thursday 10pm: Module 2 Discussion: Initial post Watch Module 2 Lecture video By Sunday 10pm: Module 2 Discussion: Response Module 2 Quiz
Week 3 Mon Sep 7 - Sun Sep 13	Mon Sep 7: Labor Day Holiday Module 3: What is science? Popper on the demarcation problem READ: Karl Popper, "Science: Conjectures and Refutations" (pp. 33-39,52-55)	By Thursday 10pm: Module 3 Discussion: Initial post Watch Module 3 Lecture videos By Sunday 10pm: Module 3 Discussion: Response Module 3 Quiz
Week 4 Mon Sep 14 - Sun Sep 20	Module 4: What is science? Lakatos on the demarcation problem READ: Imre Lakatos, "Science and Pseudoscience"	By Thursday 10pm: Module 4 Discussion: Initial post Watch Module 4 Lecture videos By Sunday 10pm: Module 4 Discussion: Response Module 4 Quiz
Week 5 Mon Sep 21 - Sun Sep 27	Explainer Video due Wednesday Sept 23rd In-Person Test #1 on Modules 1-4 Friday Sept 18th 11:30AM-12:45PM Goodman Hall 212	
Week 6 Mon Sep 28 - Sun Oct 4	Module 5: Intelligent Design and Evolutionary Theory READ: - William Paley, "Natural Theology" - Jerry Coyne, <i>Why Evolution is True</i>, ch. 1-2	By Thursday 10pm: Module 5 Discussion: Initial post Watch Module 5 Lecture videos By Sunday 10pm: Module 5 Discussion: Response Module 5 Quiz

Week 7 Mon Oct 5 - Sun Oct 11	Module 6: Is Creationism Scientific? READ: - Michael Ruse, "Creation Science is Not a Science" - Larry Laudan, "Commentary: Science at the Bar - Causes for Concern"	By Thursday 10pm: Module 6 Discussion: Initial post Watch Module 6 Lecture videos By Sunday 10pm: Module 6 Discussion: Response Module 6 Quiz
Week 8 Mon Oct 12 - Sun Oct 18	Module 7: Evolutionary Psychology READ: - Leda Cosmides & John Tooby, "Evolutionary Psychology: A Primer" - Easton et al., "Human Mate Choice, Evolution of"	By Thursday 10pm: Module 7 Discussion: Initial post Watch Module 7 Lecture videos By Sunday 10pm: Module 7 Discussion: Response Module 7 Quiz
Week 9 Mon Oct 19 - Sun Oct 25	Module 8: Challenges for Evolutionary Psychology READ: Leah Vickers & Philip Kitcher, "Pop Sociobiology Reborn: The Evolutionary Psychology of Sex and Violence"	By Thursday 10pm: Module 8 Discussion: Initial post Watch Module 8 Lecture videos By Sunday 10pm: Module 8 Discussion: Response Module 8 Quiz
Week 10 Mon Oct 26 - Sun Nov 1	Module 9: Species and De-Extinction READ: - Jay Odenbaugh, "Philosophy and ethics of de-extinction" - Optional background: Samir Okasha, "Species and Classification" in <i>Philosophy of Biology: A Very Short Introduction</i>	By Thursday 10pm: Module 9 Discussion: Initial post Watch Module 9 Lecture videos By Sunday 10pm: Module 9 Discussion: Response Module 9 Quiz
Week 11 Mon Nov 2 - Sun Nov 8	In-Person Test #2 on Modules 5-9 Friday November 6th 11:30AM-12:45PM Goodman Hall 212	
Week 12 Mon Nov 9 - Sun Nov 15	Wed Nov 11: Veteran's Day Holiday Module 10: The Genetic Lottery READ: Kathryn Paige Harden, <i>The Genetic Lottery</i>, ch. 1-3	By Thursday 10pm: Module 10 Discussion: Initial post Watch Module 10 Lecture videos By Sunday 10pm: Module 10 Discussion: Response Module 10 Quiz
Week 13 Mon Nov 16 - Sun Nov 22	Module 11: Genetic Causes? READ: Kathryn Paige Harden, <i>The Genetic Lottery</i>, ch. 5-7	By Thursday 10pm: Module 11 Discussion: Initial post Watch Module 11 Lecture videos By Sunday 10pm: Module 11 Discussion: Response Module 11 Quiz
Week 14 Mon Nov 23 - Sun Nov 29	Module 12: Taking Equality Seriously READ: Kathryn Paige Harden, <i>The Genetic Lottery</i>, ch. 8-9 Thanksgiving Recess	Note different deadlines for Modules 12-13 due to Thanksgiving break
Week 15 Mon Nov 30 - Sun Dec 6	Module 13: Anti-Eugenicism READ: Kathryn Paige Harden, <i>The Genetic Lottery</i> , ch.11-12	By Monday 10pm: Module 12 Discussion: Initial post Watch Module 12 Lecture videos By Wednesday 10pm:

		Module 12 Discussion: Response Module 12 Quiz
Week 16 Mon Dec 7 - Fri Dec 11		By Monday 10pm: Module 13 Reading annotations Module 13 Lecture videos By Wednesday 10pm: Module 13 Discussion: Response Module 13 Quiz <u>Only if needed:</u> Make up day for in- person tests #1-2 Friday Dec 11th 11:30AM-12:45PM Goodman Hall 212
Finals week Sat Dec 12 – Fri Dec 18	Final Reflection Video due Monday Dec 14 In-Person Test #3 on Modules 10-13 Friday December 18, 10:15AM-12:15PM Note different room: **Noski Auditorium 101**	

VI. Further information

CareerLink: Your Path to Career Success

The Career Center offers [CareerLink](#), CSUN's career exploration and planning platform designed to help you become career-ready with articles and training on in-demand skills, sought after by employers. You can identify CSUN majors and careers related to your interests, build job-seeking skills, find opportunities related to your area of study, and plan for life after college. Visit the CSUN Career Center to learn more about their services and how they can help you along your career journey.

Program Learning Objectives in Philosophy

The course objectives outlined above satisfy the following learning objective for the Philosophy program.

Students will:

1. Develop a critical understanding of the work of central thinkers in the Western philosophical tradition.
2. Read and comprehend philosophical texts.
3. Respond critically and analytically to philosophical positions, arguments and methodologies, including positions, arguments and methodologies involved in the investigation of significant issues in epistemology, metaphysics and value theory.
4. Defend their own philosophical positions and arguments.
5. Write well-organized philosophical essays in which they clearly articulate philosophical positions and arguments.
6. Write well-organized philosophical essays in which they clearly and effectively present and defend their own philosophical positions and arguments.
7. Apply the basic concepts essential to a critical examination and evaluation of argumentative discourse, where this includes learning how to determine whether an argument is valid and whether it is sound.

Role in General Education and Campus Requirements

This course satisfies the following components of the General Education and Campus Requirements:

GE Requirement: Subject Explorations: Area 3B: Humanities

Goal: Students will understand and engage with the diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the visual and performing arts, literatures, religions, histories, philosophies, and/or thought traditions.

Each course meeting the Humanities requirement must fulfill at least two of the following student learning outcomes.

Student Learning Outcomes

Students will:

1. Explain and reflect critically upon the human search for meaning and values within and across the human experience, as expressed in the arts, literatures, religions, philosophies, and/or thought traditions.
2. Analyze, interpret and reflect critically upon creative expression, discourse, or thought traditions from diverse perspectives.
3. Demonstrate the ability to engage and reflect upon their intellectual and creative development within the humanities.
4. Describe and explain the historical and/or cultural context within which a body of work or thought tradition was created or emerged.
5. Critically analyze how the humanities as disciplines of memory and imagination reflect upon the current conditions of the human experience and help envision progression as a society.

GE Requirement: Subject Explorations: Area 5 Upper Division: Physical and Biological Sciences

Goal: Students will synthesize, analyze, evaluate, and communicate their knowledge of physical science, life science, or mathematical/quantitative reasoning through assignments and projects in the upper division.

Courses incorporate at least two of the student learning outcomes from one of the following areas: Mathematical Concepts and Quantitative Reasoning (Area 2) or Physical Science (Area 5A) or Biological Science (Area 5B).

Student Learning Outcomes:

Area 5B: Biological Science

Students will:

1. Students will demonstrate an understanding of basic knowledge, principles, and/or laws in the life sciences.

Plus, at least one of the following:

2. Explain how the scientific method can be used to obtain new data and advance knowledge.
3. Demonstrate an understanding of the logical foundations, limits, and/or potential contributions of scientific endeavors in human society and everyday life.
4. Demonstrate an understanding of the value systems and ethics associated with scientific inquiry.

GE Requirement: Upper Division Area 5

Students must take 3 units in Area 2 or Area 5 and 6 units from Area 3, Area 4 and/or CSUN Section F with no more than 3 units each from Area 3 or Area 4. Upper division GE courses (300-level and above) are not to be taken sooner than the semester in which junior standing (60 units) is achieved. Students enrolling in upper division GE courses shall have completed required lower division GE courses in English Composition (Written Communication), Critical Thinking, Oral Communication, and Mathematical Concepts and Quantitative Reasoning.

GE Designation: Writing Intensive

Goal: Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts. Writing intensive courses will build upon the skills gained in the English Composition (Written Communication) area of Basic Skills. In each WI course, students will be required to complete substantive writing assignments.

Student Learning Outcomes

Students will:

1. Develop and clearly define their ideas through writing.
2. Ethically integrate sources of various kinds into their writing.
3. Compose texts through drafting, revising and completing a finished product.
4. Express themselves through their writing by posing questions, making original claims and coherently structuring complex ideas.
5. Revise their writing for greater cogency and clarity.
6. Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc.) where appropriate.