

# Fall 2004 Undergraduate Courses

**HUM 2937-01**                      **Humanities Seminar: Philosophy and Film**                      **T 9:30-12:15, DOD 181**  
**Ref: 01673**                      **Instructor: Prof. Michael Ruse**                      **(HONORS ONLY)**

This course will be based on some fifteen great films of the twentieth century, using them as a vehicle to explore important philosophical questions about the nature of reality, the meaning of life, the right moral course of action, the roots of great art, and much more. Each week we will look at one film, followed by discussion, and then every student will be expected to write a short (500 word) essay on the film and its philosophical implications and importance. A tentative list of the films includes *The Searchers*, *Rear Window*, *8½*, *On the Waterfront*, *Jules et Jim*, *Some Like It Hot*, *Birth of a Nation*, *Taxi Driver*, *Ballad of a Soldier*, *The Seventh Seal*, *The Passion of Joan of Arc*, *Belle de Jour*, and others. There is no text and no final exam. All evaluation is based on classroom performance and the weekly written work.

**PHI 2010-01**                      **Introduction to Philosophy**                      **MWF 1:25-2:15, BEL 180**  
**Ref: 03095**                      **Instructor: Mr. Thomas Nadelhoffer**                      **(Liberal Studies/Gordon Rule)**

This course is designed to provide students with a general introduction to some of the perennial questions of philosophy. The course will begin with a brief overview of basic reasoning and critical thinking skills. Then, we will spend the rest of semester examining the following questions: Does God exist? What are the limits of knowledge? Do humans have free will? What is the nature of morality? What are the justifications for punishment? The goal of this course is to present the student with a fair treatment of both sides of these philosophical issues so that they will be in a better position to develop well-founded opinions of their own about some of the fundamental problems of philosophy.

**PHI 2010-02**                      **Introduction to Philosophy**                      **MWF 11:10-11:00, WJB 231**  
**Ref: 05098**                      **Instructor: Ms. Lisa Watkins**                      **(Liberal Studies/Gordon Rule)**

This course will serve as an introduction to the core areas of philosophy. Some of the central questions that will be addressed are: What makes for good reasoning? Does God really exist? When and how do we truly have knowledge? What makes an action morally right or wrong? After a survey of previously suggested answers by various philosophers, students will be encouraged to come up with their own conclusions regarding such questions.

**PHI 2010-03**                      **Introduction to Philosophy**                      **TR 5:15-6:30, DHA 103**  
**Ref: 05099**                      **Instructor: Ms. Tina Huggins**                      **(Liberal Studies/Gordon Rule)**

This course will introduce students to some of the fundamental questions of philosophy, including: What makes an action moral? What is knowledge? What is the nature of the mind, and is it distinct from the body? In exploring these issues we will be looking at some central texts that address them, and through analyzing these texts, students will build valuable critical thinking skills applicable to all areas of life.

**PHM 2300-01**                      **Intro. to Political Philosophy**                      **TR 11:00-12:15, MCH 303**  
**Ref: 03125**                      **Instructor: Mr. Charles Hermes**                      **(Lib.Stud./GordonRule/Multicult. X)**

While people often disagree about political and social issues, it is usually difficult to resolve these disagreements. In this class students will develop the necessary skills for identifying, evaluating, and creating more effective arguments while learning about different historical and contemporary positions in politics. Topics covered will include: What is human nature? What are potential problems with democratic/capitalistic societies? And what are viable alternatives to democratic capitalistic societies?

**PHM 2300-02**  
**Ref: 11964**

**Intro. to Political Philosophy**  
**Instructor: Mr. Stephen Morris**

**TR 5:15-6:30, 203 BEL**  
**(Lib. Stud./Gordon Rule/Multicult. X)**

This course will provide an overview of the most influential ideas in the history of political philosophy. We will begin by examining ancient political thought and work our way up to the ideas of some contemporary political thinkers. We will also consider some criticisms of the historical texts. Among the issues we will focus on are the justifications for political systems, the connection between human nature and the ideal political arrangement, and the influence economic factors have on political structures. We will become familiar with various schools of political thought including communitarianism, social contract theory, utilitarianism, socialism, and libertarianism.

**PHI 2100-01**  
**Ref: 03096**

**Reasoning and Critical Thinking**  
**Instructor: Mr. Sean Millard**

**TR 8:00-9:15, DIF 201**  
**(Liberal Studies/Gordon Rule)**

“I can conceive of the body being divided; I can’t conceive of the mind being divided; so, the mind and body are not the same.” Is this a good argument? In this particular case it isn’t obvious that there are any mistakes in reasoning, but the conclusion seems very strong given the kinds of reasons offered to believe it. This course begins by investigating some general features of language and its use in argument. Students then learn skills that allow them to identify arguments in text. Then the course focuses on different kinds of arguments, and the standards by which they are evaluated as good or bad, strong or weak. The remainder of the course is devoted to examining the gamut of fallacies of reasoning (one of which is present in the argument given in the opening sentence of this paragraph!). The skills that students learn in this course will be useful in any field in which clear-headed thinking is valued.

**PHI 2100-02**  
**Ref: 05102**

**Reasoning and Critical Thinking**  
**Instructor: Mr. Jason Zinser**

**MWF 11:15-12:05, MCH303**  
**(Liberal Studies/Gordon Rule)**

We are forced to make decisions every day about the world around us: What car should I buy? Does God exist? What’s the right thing to do? Furthermore, we usually base the decisions that we make on arguments—reasons why I should do something versus something else. How does one go about making good decisions? In this class we will acquire the technical tools allowing us to evaluate arguments, identify fallacies, and critically reflect on choices that confront us. Along with learning the technical information associated with critical thinking, we will reconstruct and evaluate many arguments from the history of philosophy and from contemporary sources.

**PHI 2630-01**  
**Ref: 03097**

**Ethical Issues and Life Choices**  
**Instructor: Mr. Peter Hanowell**

**MW 5:15-6:30, DIF 128**  
**(Liberal Studies/Gordon Rule)**

This course is designed as an introduction to applied ethics. We will first survey some of the predominant ethical theories. This will provide us with a foundation for reading and analyzing provocative contemporary articles on topics such as abortion, euthanasia, social justice, animal rights, and human cloning. We will consider proposed solutions to common ethical questions in these areas by critically examining a variety of arguments. Our goal will be not to resolve these difficult issues, but to better understand the complex moral dilemmas that we all face.

**PHI 2630-02**  
**Ref: 05103**

**Ethical Issues and Life Choices**  
**Instructor: Ms. Eli Kanon**

**MWF 12:10-1:10, WJB 231**  
**(Liberal Studies/Gordon Rule)**

The objective of this course is to introduce students to the most commonly cited moral theories and their applications. Students will consider the basic moral frameworks of Contractualism, Deontology, Egoism, and Utilitarianism, and will apply these theories to current ethical concerns. Issues to be considered include: abortion, euthanasia, environmental practices, war theory and allocation of scarce resources. Completion of this course will enable students to form their own reasoned opinions regarding these and other important topics.

**PHI 2630-03**  
**Ref: 05104**

**HONS Ethical Issues and Life Choices**  
**Instructor: Prof. David McNaughton**

**TR 2:00-3:15, LSB 002**  
**(HONORS ONLY)**

Most of us have views about what is right and wrong when it comes to *specific* issues, such as abortion or the death penalty but we do not always have views about what is right and wrong *in general*. That is, we may not have a coherent theory of what is morally relevant and why. And so our views run the risk of being mere prejudices. In this course, we will first examine a number of moral theories, e.g., utilitarianism and Kantian ethics. Then we will discuss some specific ethical issues in light of these theories to see how well our views stand up to critical scrutiny. These issues may include euthanasia, capital punishment, pornography and censorship, world hunger, animal rights, and environmental ethics.

**PHM 3123-02**  
**Ref: 05107**

**Philosophy of Feminism**  
**Instructor: Ms. Melissa Lammey**

**TR 5:15-6:30, BEL 021**  
**(Lib. Stud./Gordon Rule/Multicult. Y)**

This course is designed to introduce students to key aspects of feminist thought. We will discuss notions such as oppression, gender, sex, and sexism with a view to understanding the role that each plays in different feminist ideologies. Theories we will discuss include liberal feminism, Marxist feminism, existentialist feminism, and global and multicultural feminism. We will discuss a wide variety of topics including marriage and motherhood, cosmetic surgery, eating disorders, and pornography. Perhaps most importantly, students enrolled in this course will develop a full understanding of academic integrity, or intellectual honesty. The ability to understand a viewpoint that may differ from one's own and evaluate it on its own merits is crucial to the successful completion of this course.

**PHH 3130-01**  
**Ref: 03092**

**Plato and his Predecessors**  
**Instructor: Mr. Jeremy Kirby**

**MWF 1:25-2:15, LSB 002**  
**(Liberal Studies/Gordon Rule)**

Western philosophy at its source: from the speculations of the monists of Miletus, and the critical theology of Xenophanes, to Heraclitean flux and Eleatic monism. From the first Socratic to the first Platonist. We'll consider the views of Plato and his predecessors, with an eye to better understanding the structure of reality and our relation to it.

**PHI 3130-01**  
**Ref: 03098**

**Introduction to Symbolic Logic**  
**Instructor: Prof. Piers Rawling**

**TR 12:30-1:45, WJB 231**  
**(Liberal Studies – Mathematics)**

Why are some arguments good (valid) and others bad (invalid)? How can we tell whether an argument is valid or invalid? In this course, we will answer these questions by learning how to symbolize English arguments and how to use the rules of a natural deduction system, as well as semantic methods, to determine whether these arguments are valid. Those who acquire the knowledge and skills taught in this course will be able to distinguish between good and bad reasoning in the most rigorous way possible.

**PHI 3220-01**  
**Ref: 05203**

**Introduction to Philosophy of Language**  
**Instructor: Prof. Cei Maslen**

**MW 5:15-6:30, LSB 002**

“When I use a word,” Humpty Dumpty said, in rather a scornful tone, “it means just what I choose it to mean—neither more nor less.” “The question is,” said Alice, “whether you can make words mean so many different things.” Language is an amazing and puzzling phenomenon. Just think. Any person competent in a language can quickly understand a long sentence of that language that she has never seen before. And that sentence may serve to inform, command, insult, or even marry the listener. How do words get meanings, and how do they manage to refer to things? Do all meaningful words refer to something? What is meaning in the first place? This course will investigate these and related topics, drawing on the work of philosophers such as Russell, Wittgenstein, Frege, Kripke, and other members of the analytic tradition. **PREREQUISITE:** PHI 3130, equivalent, or permission of instructor.

**PHI 3300-01**  
**Ref: 05206**

**Knowledge and Belief**  
**Instructor: Prof. Thomas Crisp**

**TR 9:30-10:45, DIF 312**

This course will introduce students to epistemology, that branch of philosophy concerned with questions about the nature and scope of human knowledge. We'll consider questions like: Does all of our knowledge come from our senses or are there other sources of knowledge too? What is knowledge? Can we really know anything? Can we know, for instance, that we're not in the Matrix? How about moral and religious knowledge? Is there such a thing? In-class discussion will be highly encouraged.

**PHI 3320-01**  
**Ref: 03099**

**Philosophy of Mind**  
**Instructor: Prof. Eddy Nahmias**

**TR 3:35-4:50, LSB 002**

What does it mean to have a mind? Is it the same as having a soul or a brain? How do we know when other creatures are conscious? Could computers or robots have minds? Do animals have minds? What does it mean to “lose one’s mind” or one’s identity? Would we lose our minds if we were brains in a vat? What happens to our minds after we die? We will explore these cases at the margins of mentality to try to understand our conception of the mind and to examine the relationship between the mind and the brain. In the process we will study some of the traditional philosophical questions about the mind, including consciousness, self-awareness, free will, reason, intentionality, and language.

**PHM 3331-01**  
**Ref: 03126**

**Modern Political Thought**  
**Instructor: Prof. Peter Dalton**

**TR 3:35-4:50, LSB 006**

We will read selections from the work of most of the leading political thinkers of the Modern era: Machiavelli, Hobbes, Locke, Rousseau, Burke, Hegel, Mill, Marx, and a few others. We’ll put special emphasis on how a government both helps and restrains individuals through the rights it gives them. Much of this material will be of contemporary relevance, often because it shows how far we’ve drifted from democratic ideals. [Meets with PHM 3331-02, Department of Political Science, ref. no. 05213.]

**PHH 3400-01**  
**Ref: 03093**

**Modern Philosophy**  
**Instructor: Prof. John Roberts**

**MWF 2:30-3:20, LSB 002**  
**(Liberal Studies/Gordon Rule)**

In 1633 Galileo was condemned by the Inquisition and his masterpiece defending the Copernican conception of the solar system, the *Dialogue Concerning the Two Chief World-Systems*, was placed on the list of prohibited books. Almost immediately, philosophy began in a new key. Rene Descartes boldly undertook the project of providing a coherent account of the legitimacy of scientific practice while at the same time circumscribing the extent of its authority over our knowledge of the nature and structure of reality. His work was deeply influential, but the project he undertook remains unfinished, even to this day. In this course we will limit ourselves to a study of the philosophical developments of the 17th and 18th centuries in Europe and Britain. We will begin with Descartes’ great contribution, his *Meditations on First Philosophy*, and move on to criticisms, developments, and occasionally, revolutionary breakthroughs initiated by later thinkers, including Nicolas Malebranche, John Locke, Bishop Berkeley, and David Hume.

**PHM 3400-01**  
**Ref: 03127**

**Philosophy of Law**  
**Instructor: Prof. Maria Morales**

**TR 9:30-10:45, LSB 002**

This course is a comprehensive introduction to some of the most important issues in philosophy of law. We will focus on theories of law—accounts of the nature, origin, and justification of law—and theories of interpretation, particularly of the Constitution. We will illustrate our discussions with reference to famous legal cases in different areas of the law, which we will read and attempt to understand together. By the end of the course, students should have gained a solid understanding of different traditions in legal thought, as well as the tools to decipher legal opinions.

**PHI 3670-01**  
**Ref: 03101**

**Ethical Theory**  
**Instructor: Prof. David McNaughton**

**TR 11:00-12:15, LSB 002**

We will study some of the main historical and contemporary ideas and arguments in both normative ethics and metaethics. Normative ethics seeks to discover the best moral theory. What makes actions right or wrong? Should we just be concerned with maximizing value, or do other considerations matter? Are there some kinds of action that are completely forbidden? What kinds of things are valuable? What makes a life go well? Metaethics addresses such issues as whether morality is objective and what, if any, are the reasons to be moral. Are there moral truths? Is morality relative—merely a ‘matter of opinion’?

**PHI 3700-02**  
**Ref: 05966**

**Philosophy of Religion**  
**Instructor: Prof. Thomas Crisp**

**TR 2:00-3:15, WJB 231**

This course is a general introduction to the philosophy of religion, especially as it has developed in the West. It is not a course in the theology of any particular religion nor a course in comparative religions. The topics to be considered are the existence of God (arguments for and against), the relationship between faith and reason, God’s attributes, free will, miracles, religion and science, morality, and human immortality. In-class discussion will be highly encouraged. [Meets with PHI 3700-01, Department of Religion, ref. no. 03102.]

**PHI 3882**                      **Philosophy in Literature**  
**Ref: 03103 (Section 01)**    **Instructor: Prof. Peter Dalton**  
**05222 (Section 02 – HONORS ONLY)**

**TR 12:30-1:45, LSB 002**  
**(Liberal Studies/Gordon Rule/Lit.)**

We will study several works of literature with the main purpose of solving problems that arise in them. To do this, students will have to grasp philosophical ideas or ways of thinking that either have been inserted into a work of literature by the author (e.g., Sartre's 'being' and 'perfect moments') or that there are good reasons to use in interpreting such a work (e.g., 'individualism' in Ibsen). Readings will include (subject to change) some plays by Ibsen, some stories by Kafka, Sartre's novel *Nausea* (which should have retained its original title, *Melancholia*), some stories by Flannery O'Connor, and Camus's long story *The Fall*.

**PHI 4930-01 & PHI 4938-02**            **Philosophy of Mathematics**                      **MW 11:45-1:00, DOD 181**  
**Ref: 05223 & 10440**                      **Instructor: Prof. Joshua Gert**

Everyone knows that two and two is four. But what are we talking about, when we assert such a claim? What kind of entities are numbers like two and four? Is our knowledge that two and two are four just a very well confirmed empirical claim? Then how do we have mathematical knowledge about the infinite, or about imaginary numbers? If mathematics is just our invention, how can we be mistaken about it, and why does it turn out to be so useful in building things in the real world? This course will examine these and related questions, drawing from articles written by recent and contemporary analytic philosophers such as Frege, Russell, Bogossian, and Putnam. [**Register for PHI 4938-02 to fulfill Seminar for Majors requirement.**]

**PHI 4938-01**                      **Seminar for Majors: Color**                      **MW 3:35-4:50, LSB 002**  
**Ref: 03107**                      **Instructor: Prof. Joshua Gert**                      **(SENIOR MAJORS ONLY)**

Are colors such as red and green properties of blood and grass, or are they properties of the visual sensations these objects produce? If we take the first, objectivist, route, we will still have to admit that somehow colors such as red and green are relative to human beings: other animals and insects do not see such colors. But once we relativize to our own species, we will have to deal with a surprising variability in the visual systems of normal human beings, which will threaten the idea that there are correct answers to questions about the colors of particular objects. On the other hand, if we take the second, subjectivist, route, then we will have to answer the question: 'Why do you call this sensation a sensation of red?' This seminar will first present some color science, explaining how the human visual system produces the sensations it does, and why there are such things as simple and compound colors. Then we will read a number of contemporary philosophical papers on the nature of color, taken from an anthology by Alex Byrne and David Hilbert.

## Fall 2004 Graduate Classes

**PHI 5956-01**                    **Introduction to Philosophical Methods**                    **Course ref. # 03113**  
(Profs. Dalton, Dancy, Mele, Ruse)                    **Friday 12:20-3:20 PM, DOD 181**

The purpose of this course is to learn and practice ways of analyzing and critically evaluating philosophical views. We will approach historical and contemporary works with the aim of identifying and judging philosophical arguments of various kinds. We will also discuss exegetical issues (such as the Principle of Charity and its proper application), and methodological issues (such as the reliability of philosophical intuitions and their relation to philosophical theories). Readings may include selections from Descartes, Hume, Popper, Kuhn, Hare, Stevenson, Moore, and contemporary writings. Emphasis will be placed on honing one's philosophical writing skills. PERMISSION OF INSTRUCTOR (DALTON) REQUIRED.

**PHH 5105-01**                    **Aristotle's Metaphysics**                    **Course ref. # 05237**  
(H)\*                    (Prof. Russell Dancy)                    **Tuesday 2:00-5:00 PM, DOD 181**

Book VII, 'Zeta', of Aristotle's *Metaphysics* is concerned with being. Aristotle, in telling us about being, employs and tries to explain some of his best known but least understood concepts: those of substance, essence, form, matter, universals, among others. Beginning to understand what he has to say in Zeta requires reading outside it: the *Categories*, *Topics* book I, *Physics* book I, other books of the *Metaphysics*, and some of the biological works: Aristotle's metaphysics is closely bound up with his work in biology.

"*Metaphysics* Zeta has been aptly described as the Mount Everest of ancient philosophy" (Burnyeat). We're going to scale it as far up as we can.

**PHM 6205-01**                    **Philosophy of Law: Topics**                    **Course ref. # 05238**  
(V)\*                    (Prof. Maria Morales)                    **Wednesday 2:30-5:30 PM, DOD 181**

In this course we will examine some critical philosophical issues in contemporary, mostly Anglo-American, jurisprudence. We will consider different views on objectivity in law (including the more general question whether objectivity is domain-specific), as well as on the process of adjudication and the justification of judicial power. Finally, we will discuss selected questions on criminal justice ethics (e.g., moral problems in policing; moral issues in judicial processing, especially plea bargaining and due process).

**PHI 6455-01**                    **Philosophy of Biology: Basic Topics**                    **Course ref. # 07764**  
(Prof. Michael Ruse)                    **Tuesday 6:45-9:45 PM, DOD 181**

This course will offer a survey of basic topics in the philosophy of biology: an introduction to the nature of the philosophy of science; a brief history of the philosophy of biology (Aristotle, Bacon, Kant, Whewell, Bergson, and later writers in the twentieth century); the nature of evolutionary theory, including the significance of the contributions of Charles Darwin (with special reference to the status of natural selection); the coming of genetics (Mendelian and molecular); connections of biology to other branches of science; demarcation issues (is evolutionary theory genuinely scientific?); the implications of biology for humankind; the fossil record and related issues; molecular biology and its philosophical implications, including the problem of reduction; the nature of laws; the significance of the Human Genome Project; alternative theories about biology and challenges to accepted paradigms, including the relevance of evolutionary development ("evo-devo"); non-adaptive theories of evolution (including genetic drift and punctuated equilibrium); computer and physics-driven theories challenging or supplementing biology; ethical and social issues, including the status of Creationism; the implications of modern biotechnology; eugenics and modern equivalents; human sociobiology; and ecological questions.

The course will be a combination of lectures and student seminars. Evaluation will be through examination, student performance and participation in seminars, and some written work. The course will be of such a kind that students from both the humanities and the sciences can take it and succeed; no technical competence or knowledge will be presupposed.

**PHI 6506-01**                      **Metaphysics: Free Will, Libertarian-style**                      **Course ref. # 05242**  
(M&E)\*                      **(Prof. Al Mele)**                      **Monday 2:30-5:30 PM, DOD 181**

Libertarianism (in the metaphysical sense) is the conjunction of two theses: at least some people have free will, and free will is incompatible with determinism. A convincing libertarian theory will include a convincing account of what free will is and a convincing explanation of how free will is possible. This course examines recent libertarian theories.

**PHI 6935-01**                      **Philosophical Topics: Fictionalism**                      **Course ref. # 08415**  
(M&E)\*                      **(Prof. Cei Maslen )**                      **Thursday 2:00-5:00 PM, DOD 181**

What do Oliver Twist, the number two, morality, possible worlds, and electrons have in common? (Different) philosophers have postulated that these are all fictional entities. In this course, we will investigate these claims. We will first look into the general issue of truth in fiction, and then examine fictionalist views about a variety of subject matters. (There is no assigned text or anthology for this course. We will read some recent papers addressing these questions).

\*Fulfills history (H), value theory (V), or metaphysics and epistemology (M&E) distribution requirement for Philosophy graduate students.