

# Spring 2003 Undergraduate Courses

**PHI 2010-01**                      **Introduction to Philosophy**                      **MWF 11:15-12:05, 006 LSB**  
**Ref: 03001**                      **Instructor: Christina 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.

**PHI 2010-02**                      **Introduction to Philosophy**                      **TR 12:30-1:45, 006 LSB**  
**Ref: 04046**                      **Instructor: Sean Millard (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**                      **MW 5:15-6:30, 108 SAN**  
**Ref: 04047**                      **Instructor: Jason Lassiter (Liberal Studies/Gordon Rule)**

The purpose of this course is to introduce students to some of the more important philosophical questions: What can I know? Are my actions free? Can we know whether God exists? What makes an action morally right or wrong? What is a good life? We will consider some of the ways in which philosophers have attempted to answer these questions, as well as try to develop answers of our own.

**PHI 2010-04**                      **Intro. to Philosophy (HON)**                      **MWF 11:15-12:05, 208 BEL**  
**Ref: 05988**                      **Instructor: Prof. Thomas Crisp (Liberal Studies/Gordon Rule)**

This course will introduce students to four perennial philosophical problems: (1) the problem of religious belief, (2) the problem of free will, (3) the problem of morality, and (4) the problem of political authority. In-class discussion will be highly encouraged.

**PHI 2010-05**                      **Intro. to Philosophy (Cawthon)**                      **MWF 10:10-11:00, 006 LSB**  
**Ref: 07191**                      **Instructor: Dr. Russell Swanson (Liberal Studies/Gordon Rule)**

Our goal in this Introduction to Philosophy class is to become acquainted with the tradition identifying itself as the love of wisdom. In so doing we will analyze classical, medieval, modern, and postmodern philosophical theories, learn how to use the basic tools of philosophical inquiry, and thereby facilitate the development of your philosophical world-view.

**PHI 2100-01**                      **Reasoning & Critical Thinking**    **MWF 1:25-2:15, 121B WMS**  
**Ref: 03002**                      **Instructor: Lisa Watkins**            **(Liberal Studies/Gordon Rule)**

What makes an argument a good argument? Such analytic skills as identification and evaluation of arguments, as well as the ability to identify faulty reasoning and fallacious argumentation, will prove useful throughout life. In this course we will learn criteria that will allow us to determine the differences between various kinds of arguments, when a given argument is valid, invalid, weak, or strong, and how to identify fallacies.

**PHI 2100-02**                      **Reasoning & Critical Thinking**            **TR 5:15-6:30, 201 DIF**  
**Ref: 04048**                      **Instructor: Jason Zinser**            **(Liberal Studies/Gordon Rule)**

We are forced to make decisions every day. Yet, some positions are more tenable than others. How does one go about making good decisions? In this class we will learn how 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.

**PHM 2121-01**                      **Philo. of Class, Race, & Gender**    **MWF 10:10-11:00, 303 MCH**  
**Ref: 07413**                      **Instructor: Kermit Harrison**  
**(Multicultural Y)**

Current scholarship theorizes that studying the relationships between socio-economic class, race, and gender is key to understanding the current dynamics of American society. Some contemporary authors hold that those specific relationships are oppressive and restrictive by their very nature. Others deny that the alleged relationships have any oppressive or restrictive values in and of themselves. The purpose of this course is to examine those relationships. This is to be accomplished through reading essays and writings that are devoted to understanding and sometimes changing the relationships in question.

**PHM 2300-01**                      **Intro. to Political Philosophy**            **MWF 12:20-1:10, 103 DHA**  
**Ref: 03028**                      **Instructor: Charles Hermes**  
**(Lib. Stud./Gordon Rule/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?

**PHI 2630-01**                      **Ethical Issues and Life Choices**                      **MW 3:35-4:50, 201 DIF**  
**Ref: 03003**                      **Instructor: Stephen Morris**                      **(Liberal Studies/Gordon Rule)**

Questions about ethics are central to many important issues facing our society today. Discussions about abortion, euthanasia, capital punishment, and our responsibility to those living in poverty turn on what we take the boundaries of our moral obligations to be. We will begin our attempt to respond to such issues by surveying some of the predominant ethical theories. Learning these theories will help us as we discuss specific ethical issues during the remainder of the course. During the course of the semester, we will attempt to construct some original responses of our own.

**PHI 2630-02**                      **Ethical Issues and Life Choices**                      **TR 11:00-12:15, 121B WMS**  
**Ref: 04049**                      **Instructor: Peter Hanowell**                      **(Liberal Studies/Gordon Rule)**

Our everyday life choices and views on contemporary ethical issues often presuppose more fundamental assumptions about right and wrong, good and evil. Discussion of controversial topics brings these fundamental assumptions to light for critical evaluation. In our readings and class discussions, we will focus on the personal and social aspects of five topics: sexual morality, sexism and racism, abortion, capital punishment, and environmental ethics. Our goal will be not to resolve these difficult issues, but to reason better by critically reflecting on our own as well as others' reasoning.

**PHI 2630-03**                      **Ethical Issues & Life Choices (Bryan)**                      **TR 11:00-12:15, 303 BRY**  
**Ref: 05933**                      **Instructor: Prof. Eddy Nahmias**                      **(Liberal Studies/Gordon Rule)**

Most of us have views about what is right and wrong when it comes to *specific* moral 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 consistent theory of morality. In this course, we will first discuss what a theory of morality is and examine several such theories, such as utilitarianism and Kantian ethics, as well as challenges to morality, such as egoism and relativism. Then, we will debate some specific ethical issues in light of these theories and confront our own views about them—issues such as terrorism, abortion, capital punishment, animal rights, affirmative action, homosexual marriage, and stem-cell research.

**PHI 2635-01**                      **Biomedical Ethics**                      **TR 9:30-10:45, 310 DIF**  
**Ref: 05997**                      **Instructor: Christopher Pynes**

The purpose of this course is to introduce, consider, and evaluate prominent philosophical positions and arguments in the area of biomedical ethics. The main topics to be covered are: moral status, euthanasia, abortion, cloning, stem-cell research, justice in health care, and medical paternalism.

**PHM 3123-85**

**Philosophy of Feminism**

**MWF 2:30-3:20, 303 MCH**

**Ref: 04051**

**Instructor: Melissa Lammey**

**(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. We will alternate between an author-approach and a topic-approach. Authors we will discuss include Marilyn Frye, Simone de Beauvoir, and bell hooks. We will discuss a wide variety of topics including sexual harassment and rape, marriage and motherhood, cosmetic surgery, and eating disorders. 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 3140-01**

**Aristotle to Augustine**

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

**Ref: 02996**

**Instructor: Prof. Maria Morales**

**(Liberal Studies/Gordon Rule)**

A survey of Ancient Greek philosophy from Aristotle to the Hellenistic schools—Epicureanism, Stoicism, and Skepticism—which developed in response to Aristotle and earlier Greek thought. Our comprehensive survey of Aristotle will include the development of his metaphysical ideas from the *Categories* to the *Metaphysics*, his psychological and physical theories in *De Anima* and the *Physics*, and his influential ethical and political views in the *Nicomachean Ethics* and the *Politics*. When we survey the Hellenistic schools, we will reflect on how philosophical positions can shape particular ways of life. Our discussions of these philosophers will support the view that philosophy is not, as many believe, divorced from central questions about human life in its various dimensions.

**PHI 3220-01**

**Philosophy of Language**

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

**Ref: 05992**

**Instructor: Prof. Josh Gert**

Many different phrases in language can refer to the same object, even though those phrases don't mean the same thing. What, then, is the relation between the meaning of a word or phrase and the object that it refers to? 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 examine these and related questions, drawing on readings from philosophers such as Bertrand Russell, Ludwig Wittgenstein, Gottlob Frege, Saul Kripke, and other members of the analytic tradition. **PREREQUISITE:** PHI 3130, equivalent, or permission of instructor.

**PHI 3300-01**  
**Ref: 05839**

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

**MWF 2:30-3:20, 002 LSB**

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 in the first place? When someone claims to *know* something, just what is it that she's claiming? Can we really know anything? Can we know 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.

**PHM 3400-01**  
**Ref: 07091**

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

**TR 2:00-3:15, 002 LSB**

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.

**PHH 3400-01**  
**Ref: 05990**

**Modern Philosophy**  
**Instructor: Prof. Peter Dalton (Liberal Studies/Gordon Rule)**

**MWF 1:25-2:15, 002 LSB**

An introduction to most of the leading European philosophers of the seventeenth and eighteenth centuries, including Bacon, Hobbes, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, and Kant. The emphasis will be on the methodological, metaphysical, and epistemological problems these philosophers faced and how they tried to solve them. Some attention will also be given to religious and ethical issues.

**PHH 3700-01**  
**Ref: 07186**

**American Philosophy**  
**Instructor: Prof. Donald Crosby**

**MWF 11:15-12:05, 214 LSB**

The focus of the course will be on four significant versions of pragmatism in the history of American philosophy, namely, those developed by Charles Sanders Peirce, William James, John Dewey, and Richard Rorty. Implications of a pragmatic outlook for epistemology, metaphysics, ethics, and philosophy of religion will be discussed as we compare and contrast the thinking of these four major American philosophers. A paper, two exams, and regular readings and reports on readings will be required.





## Spring 2003 Graduate Classes

**PHH 5105-01**                      **Plato's Theory of Forms**                      **Course ref. # 05994**  
**(H)\***                                      **(Prof. Russell Dancy)**                      **Mon. 2:30-5:30 PM, DOD 181**

In the *Phaedo* and *Republic* Socrates is made to propound some views that have become known as 'Plato's Theory of Forms.' This Theory, according to which the world we live in is metaphysically second-rate and intelligible only in the light of the Forms, which are the only things ultimately real, is often taken to be the heart of Plato's philosophy. We shall consider the foundations and ramifications of this Theory primarily in connection with these two dialogues.

**PHI 5135-01**                      **Modern Logic I**                      **Course ref. # 06893**  
**(Prof. Josh Gert)**                      **MWF 12:20-1:10 PM, DIF 310**

This course examines the metatheory of modern symbolic logic. As a prerequisite, you will have learned how to evaluate arguments in predicate logic both semantically and syntactically—i.e., using interpretations (which are simply truth-tables in the case of sentential logic) and doing derivations. In this course, we shall prove a number of completeness and soundness theorems: theorems that tell us how reliable and useful our proof methods are. We shall then move on to look at such matters as Gödel's first incompleteness theorem: can all arithmetic truths be proven from the axioms of arithmetic, or are there unprovable arithmetic truths? Meets with PHI 4134-01. PREREQUISITE: PHI 3130, equivalent, or permission of instructor.

**PHH 5405-01**                      **Kant: Transcendental Deduction**                      **Course ref. # 05999**  
**(H)\***                                      **(Prof. Michael Barker)**                      **Tues. 2:00-5:00 PM, DOD 181**

Our project will be to make sense of the Transcendental Deduction as the central argument(s) of the *Critique of Pure Reason's* first division. Amidst the various issues, we will focus on: (i) the differences and similarities (both structural and philosophical) between the 1781 and 1787 editions of the Deduction and (ii) the concept of an object of cognition (especially the metaphysical and epistemological status of spatial/temporal properties of objects of cognition and spatial/temporal relations between objects of cognition).

**PHI 6506-01**                      **Free Will**                      **Course ref. # 05978**  
**(M&E)\***                                      **(Prof. Eddy Nahmias)**                      **Wed. 2:30-5:30 PM, DOD 181**

We will examine several of the most significant current debates about free will, including various arguments for and against incompatibilism and various compatibilist and libertarian theories. And we will try to determine if there are any ways to move the debate beyond "metaphysical deadlock." Finally, we will discuss some scientific theories that potentially threaten free will.

**PHI 6935-01  
(M&E)\***

**Conceivability and Possibility  
(Prof. Cei Maslen)**

**Course ref. # 05995  
Thurs. 2:00-5:00 PM, DOD 181**

“We might conceive of a scenario in which there is a golden mountain or a red square and conclude that such entities could exist; if we cannot conceive of any scenario involving a mountain without a valley or a round square, we may conclude that such entities could not. We might conceive of a scenario in which there are exact physical duplicates of actual human beings who lack consciousness, and conclude that such beings are possible; if we cannot conceive of any such scenario, we may conclude that such beings are not... When is conceivability a reliable guide to possibility?” [Gendler & Hawthorne, p. 2]. We will investigate conceivability and possibility and the relations between them, by reading Gendler and Hawthorne’s recent anthology on the topic. This will take us through territory in metaphysics, epistemology, and the philosophy of mind. Texts: Tamar Szabo Gendler and John Hawthorne (eds.), *Conceivability and Possibility* (Oxford University Press, 2002); Saul Kripke, *Naming and Necessity* (Harvard University Press, 1990).

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