

GRADUATE & UNDERGRADUATE COURSES

Spring 2012

DEPARTMENT OF PHILOSOPHY

120 Cocke Hall, 924-7701

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Undergraduate Advisor: Rebecca Stangl

General Information

The Philosophy courses described in this booklet will be offered during the Spring 2012 semester. Although there are no formal prerequisites for most courses, the following guidelines may be helpful. Courses numbered between 1000 and 2000 are designed as a general introduction to philosophy. Courses between 2000 and 3000 can be taken without any prior preparation in philosophy, and tend to focus on rather more specific issues than 100-level courses. Courses numbered 3000 and above will be more advanced (although not necessarily more specialized), have a fair number of philosophy majors enrolled, will be small enough to permit classroom discussion and will usually require longer papers. If you have any questions about the degree of difficulty of 3000 level courses, consult the instructor. **PHIL 1510 courses** are taught by graduate students and are small introductory seminars limited to a maximum of 20 students. All courses carry three semester hours of credit. **Courses designated by an asterisk (*) satisfy the College Second Writing Requirement.**

Majoring in Philosophy

The requirements for a major in philosophy are 30 hours of coursework in philosophy above the 199 level including 6 hours of history of philosophy, 3 hours of ethics/social philosophy, 3 hours of metaphysics/ epistemology and 3 hours of logic. The Distinguished Majors Program requires 36 hours of a more structured program. A full description of the major program and the Distinguished Major Program is contained in the booklet *Undergraduate Programs in Philosophy* available from the undergraduate advisor and the Philosophy Department Office. To declare a philosophy major, contact Rebecca Stangl (124 Cocke).

The Philosophy Honors Program

Students who have a very strong interest in philosophy might want to consider the Philosophy Honors Program. This program is designed to give students a deep and comprehensive background in philosophy through individual, "tutorial" instruction. Students normally enter the Program at the beginning of the third year. At the start of each semester, an honors student is assigned to a faculty member who serves as his or her tutor. Students meet once a week with their tutors (these meetings are called "tutorials") for informal discussion of a pre-set topic. A weekly essay prepared by the student serves as a basis for discussion in the tutorial. Tutorials in the first three semesters of the Program cover the areas of epistemology,

ethics and metaphysics. In the fourth and final semester the student may either write an honors thesis or do a tutorial in an area of special interest. At the end of the fourth year, honors students take a set of comprehensive examinations, both written and oral, on the areas covered in their tutorials and on their thesis. These examinations are set and graded by "external examiners" - usually faculty from other universities. Depending on a student's performance on these exams, he or she is awarded a degree with Honors, High Honors or Highest Honors in Philosophy.

The primary requirements for entrance to the Honors Program are a strong interest in philosophy and demonstrated abilities in the field. Students considering the Program are therefore strongly advised to take some upper level philosophy courses (200 or above) prior to application. For further information about the Program, consult *Undergraduate Programs in Philosophy* and/or see Daniel Devereux (207 Cocke).

Minoring in Philosophy

In order to complete a minor in philosophy you must take 15 hours of course-work in philosophy at least 12 hours of which are above the 199-level. Your minor program must also be approved by your advisor in the Philosophy Department. Declaration of Minor forms can be obtained from Prof. Stangl (124 Cocke) or the departmental secretary (120 Cocke).

The Distinguished Majors Program

This program is designed for students who wish to pursue their philosophy studies beyond the requirements for the regular major. Students have to apply for admission to the program by, at least, their last year before graduation. The application will be considered by the Undergraduate Committee and should be addressed to the Director of Undergraduate Studies. The program requires that students take 30 credits in PHIL courses beyond the 100-level, not more than 12 of which can be at the 200-level. Students in this program cannot satisfy the major's logic requirement with a 100-level course; and they must take the Seminar for Majors (PHIL 401 or 402), one Directed Reading and Research course (PHIL 493 or 494) which is aimed at preparing a thesis proposal, and the Senior Thesis course (PHIL 498). To obtain the Distinguished Majors degree, students must have an overall GPA of 3.4 and a philosophy GPA of 3.4.

COURSE DESCRIPTIONS

PHIL 1000 INTRODUCTION TO PHILOSOPHY [3]

Prof. Gertler (M W 1200-1250+ disc sec)

Introduces a broad spectrum of philosophical problems and approaches. Topics include basic questions concerning skepticism and the foundations of knowledge, freedom of the will, morality, and justice. Readings are drawn from classics in the history of philosophy and from contemporary sources.

PHIL 1410 FORMS OF REASONING [3]

Prof. Cargile (Sect 1: MW F 0900-0950)

Prof. Cargile (Sect 2: MW F 1100-1150)

A philosophy course with a practical aim: to develop the student's ability to recognize and evaluate arguments. The course will *not* cover symbolic logic in any detail (for this take PHIL 2420), but will concentrate on actual arguments given in ordinary language. Some time will be spent studying those fallacies, or errors in reasoning, which occur most frequently in discussion and argument. The goal of this course is to give the student a *working* knowledge of logic which has an application to daily life.

PHIL 1510-1 INTRO PHIL SEMINAR: PHILOSOPHERS & SOPHISTS: PLATO ON EDUCATION [3]

Ms. Thyron (T R 1100-1215)

Who are the best educators? What are the right conditions for genuine learning to occur? In this course we will explore these questions through the lens of Platonic dialogues, considering in particular the role of philosophy in education. What was philosophy to Socrates, the teacher of Plato and main character of many of his dialogues? What was philosophy to Plato himself? How did they view philosophers as importantly different from sophists, the teachers for hire who claimed to be able to teach people things like rhetoric and virtue? To understand their views we will pay careful attention to the social and historical setting in which they practiced philosophy. Why did the people of Athens confuse Socrates for a sophist, and why did this ultimately cost him his life? Why did Plato think it so important to defend Socrates and philosophy from this confusion? We will go on from there to consider their views on other potential educators in the polis. In what ways, for example, did they see poets and rhetoricians as further kinds of sophists and adversaries of philosophy? In the second part of the course we will consider a deeper question: if philosophers make the best educators, what is the best way of doing philosophy? Here we will carefully examine how Socrates and Plato each practiced philosophy, looking both to the kinds of questions they investigated as well as to their methodologies. Given the differences, what was Plato's attitude towards his teacher? In what ways did he admire the Socratic way of doing philosophy? In what ways was he critical of it? By the end of the course we will be in a good position to consider one final question: why did Plato choose to do *written* philosophy - and in the form of dialogues no less?

PHIL 1730 INTRO TO MORAL & POLITICAL PHIL [3]

Prof. Duncan (M W 1000-1050 + disc sec)

How should we live, both as individuals and as members of communities? This course is an introduction to the philosophical issues that arise from taking this question

seriously. We will consider the following topics, among others: Are there objective truths in ethics? Must we always act so as to promote the best consequences? Or are some kinds of actions absolutely prohibited? What makes a society just? What makes it free? Readings will include works by Plato, Kant, Mill, Locke, and Rousseau.

PHIL 1740 ISSUES OF LIFE AND DEATH [3]

Prof. Stangl (T R 1100-1150 + disc sect)

This course is an exploration, from the point of view of philosophical theory, of a number of ethical problems at the beginning and end of life. Questions to be addressed will include: What is the significance of death and the value of life? Under what conditions, if any, are abortion and euthanasia morally permissible? At what point ought we to discontinue medical treatment of the terminally ill, and who should be empowered to make this decision? Are we under any moral obligation to prevent the death of those threatened by hunger and easily treatable disease? (This course satisfies the requirement for an introductory course in the Bioethics Minor Program.)

PHIL 2000 INTERNSHIP IN PHILOSOPHY: TEACHING PHILOSOPHY IN HIGH SCHOOLS [2]

Professor Green (T 0200-0315)

Students will intern in area high schools to work with teachers in support of their teaching of philosophy. In preparation for this, students will learn about the aims of the teachers with whom they intern, as well as the challenges they face. Students will support teachers with the construction of lesson plans, reading material, discussion material, discussion points, and paper topics.

Prerequisites: At least three courses in Philosophy at the 2000-level or above.

PHIL 2020 KNOW THYSELF [3]

Prof. Green (T R 1100-1215 + disc sec)

The Delphic Oracle is said to have had two premier injunctions: Nothing in Excess, and Know Thyself. This course will be an examination of the latter injunction. Our central questions fall into two categories. First What is it? We shall inquire into just what self-knowledge is: Is it a form of inner perception, somewhat like proprioception, by virtue of which our minds (and hearts) have internal scanners of their own states? Or should we construe self-knowledge in a way not crucially relying on a perceptual model? In that case, what other model might we use? Second, Why is it such a big deal? We shall inquire into the question why self-knowledge should be thought so important. Just what, if anything, is missing from a person lacking in self-knowledge that makes her significantly less wise, virtuous, or able than others who have this capacity? Our exploration will take us into research in Western philosophy, psychoanalysis, current experimental psychology, neuroscience, aesthetics, and Eastern philosophy as well. In aid of these investigations we will become students of our own dreams, and cultivate some meditative practices. Course requirements are two papers, a midterm and final examination (both closed-book, but open-self), and active participation in discussion section.

PHIL 2120 HISTORY OF PHIL: MODERN [3]

Prof. LoLordo (M W 1000-1050 + disc sect)

This course will examine some topics and authors in 17th and 18th century philosophy. Topics include skepticism, realism vs idealism, the nature of space and time, personal identity and the presuppositions of knowledge. Figures studied include Descartes, Locke, Berkeley, Hume and Kant.

This course is suitable for students who have done little or no previous work in philosophy.

PHIL 2450 PHILOSOPHY OF SCIENCE [3]

Prof. Humphreys (M W 0900-0950 + disc sec)

The course will focus on scientific method as a route to knowledge. Typical topics to be investigated are: how scientific claims can be demarcated from other types of knowledge: why science appears to progress while other fields do not; scientific explanations; the contrast between natural and social sciences; scientific realism and instrumentalism; the relationship between the philosophy and the history of science. Topics will be illustrated with historical and contemporary examples, ranging from Greek astronomy to current social sciences, but no background in any particular science will be presupposed. Requirements include fortnightly assignments, a term paper, and a final examination.

PHIL 2660 PHILOSOPHY OF RELIGION [3]

Prof. Merricks (T R 0930-1045+disc section)

This course will examine a number of different topics that have been of perennial interest to philosophers of religion and philosophical theologians. These topics include arguments for and against God's existence, the problem of evil, the relationship between human freedom and divine foreknowledge, and how to think about personal immortality and the nature of the human person. Restricted to 1st and 2nd yr. students only.

***PHIL 3120 ARISTOTLE [3]**

Prof. Devereux (T R 0200-0315)

An introduction to the philosophy of Aristotle, focusing on the theories and ideas of lasting importance in the history of Western philosophy. Readings will be drawn from his works on metaphysics, theory of science, natural philosophy, ethics, and political philosophy.

***PHIL 3160 LOCKE, BERKELEY, HUME [3]**

Prof. LoLordo (M W 0200-0315)

We'll read four philosophers - John Locke, George Berkeley, David Hume, and Thomas Reid - and see how Berkeley's, Hume's, and Reid's key theories developed in reaction to Locke. Issues include the following: Do we perceive the external world directly, or only by perceiving our own ideas? How are our beliefs about the external world justified, if at all? Do they *need* to be justified? Are we unified selves or just bundles of perceptions? What is causation, and what kinds of things can be causes? Do we have free will, and if so, what does it consist in?

PHIL 3320 EPISTEMOLOGY [3]

Prof. Langsam (T R 1230-0145)

The course focuses on questions in the theory of knowledge. Topics include: scepticism about knowledge of the external world, the nature of justification, foundationalism and

coherentism, the Gettier problem, internalism and externalism, a priori knowledge, the analytic/synthetic distinction, induction, the ethics of belief.

***PHIL 3500 SEMINAR IN PHILOSOPHY: ENVIRONMENTAL PHILOSOPHY [3]**

Mr. Jech (M W 0330-0445)

In this course, we will explore three central ideas of environmental philosophy: nature, animals, and ecosystems. We will ask what "nature" and "wilderness" are and what value they possess; what kind of moral status animals and species possess, and the implications of this; and what an ecosystem is and whether such systems possess an intrinsic moral importance alongside of, or subsuming, that of individual organisms. Throughout the course we will consider what kinds of policies these ideas suggest and which have proven actually effective in achieving their aims.

This is a writing class and grades will be based primarily upon three writing assignments. Readings will include selections from John Muir, Roderick Nash, Ronald L. Sandler, Peter Singer, Tom Regan, Paul Taylor, Aldo Leopold, J. Baird Callicot, Arne Naess, and others.

***PHIL 3520 TOPICS IN CONTEMPORARY PHIL [3]**

Prof. Humphreys (M W 0200-0315)

This course will cover topics in contemporary epistemology, with some attention paid to metaphysics, the philosophy of language, and philosophical logic. The main text will be Timothy Williamson's *The Philosophy of Philosophy* and topics to be covered include intuition and the a priori, the role of thought experiments in philosophy, analyticity and necessity, externalism and naturalism, and the limits of knowledge. Additional readings will be drawn from prominent contributors to the debates. Enrollment is by instructor permission only and a strong preference is given to philosophy majors and minors.

PHIL 3651 GENES, NATURE AND JUSTICE [3]

Prof. Duncan (T 0330-0600)

Manipulation of the genome of humans and other animals raises a number of ethical, social and political challenges. This class will explore these challenges through philosophical argument. In particular, we will attempt to wrestle with such concepts as perfection, species boundaries, enhancement and cure, and address concerns about the 'natural course' of the human species and issues of fairness and justice that are raised by enhancement.

***PHIL 3720 CONTEMPORARY ETHICS [3]**

Prof. Stangl (T R 0330-0445)

In this course, we will consider some of the liveliest topics of debate in contemporary ethical theory. Among the questions that may be considered are: Are there moral facts, and if so what sorts of facts are they, how do we come to know them, and how do we explain their authority? What would it mean to say that a life "has meaning" and what might entitle us to say such a thing? Can we make sense of prohibitions to perform certain kinds of actions even when doing so would reduce the overall incidence of that very kind of action? Do contemporary conceptions of our moral obligations leave us sufficient space to be true to our own ideals and loves? Are we responsible for bad outcomes that we knowingly choose not to prevent others from bringing about? Can we be held responsible for unchosen elements of our own character? Are there "morally tragic" cases in which we will do wrong no matter what we

choose to do?

***PHIL 3780 REPRODUCTIVE ETHICS [3]**

Prof. Arras (T R 0930-1045)

The focus of the course will be the exploration of various moral, legal and policy issues posed by efforts to curtail or enhance fertility through contraception, abortion, and recent advances in reproductive technology. Topics for discussion include:

- Recent work on abortion (e.g., by Ronald Dworkin and David Boonin)
- Moral status of embryos in research (including stem cell research)
- Assisted reproductive technologies (including the right to reproduce and its limits, in vitro fertilization, contract pregnancy, gamete donation, and cloning.
- The concept of reproductive responsibility
- Harming future persons and Parfit's "non-identity problem"
- A critical examination of the concepts of coercion, exploitation, and commodification as deployed in debates over new reproductive technologies.
- The disabilities rights critique of genetic screening and selective abortion.

This course is open to all undergrads, second year or higher, who have taken at least one prior course in ethics or political philosophy from any department (this includes RELG 265). Each student will take two exams (midterm and final) and write two papers (one very short 4-5 pp., and a longer term paper 10-15 pp.) Instructor permission.

PHIL 3999 PHILOSOPHICAL PERSPECTIVES ON LIBERTY [3]

Prof. Lomasky (M W 0200-0315 + disc section)

What is *liberty*? Is it just being left alone by others? Is it a capacity to achieve valuable ends? What sort of government best promotes a society of free individuals? Is the ideal of liberty incompatible with other ideals such as *equality* and *well-being*? PPL 399 will examine these and related questions as addressed in the writings of five prominent social theorists of the modern era: Adam Smith, Students will be asked to write several medium-length essays and take an exam or two. [This course is a combined section with PPL 3999/PLPT 3999.]

PHIL 4020 SEMINAR FOR MAJORS: TOPICS IN THE PHILOSOPHY OF MIND [3]

Prof. Gertler (M 0330-0600)

Topics will include at least two of the following: the mind-body problem; theories of consciousness; theories of intentionality; externalist and internalist positions about mental content; the existence and nature of the self.

PHIL 4990 HONORS PROGRAM [15]

Prof. Devereux

PHIL 4993 INDEPENDENT RESEARCH [3,3]

Prof. Stangl

PHIL 4999 SENIOR THESIS [3]

Prof. Stangl

PHIL 5500 BIOETHICS SEMINAR: ETHICS OF INTERNATIONAL RESEARCH [3]

Prof. Arras (M 0100-0330)

This seminar will focus on the ethical implications of the globalization of biomedical research. Increasingly, both private pharmaceutical research and studies sponsored by the US government are being done overseas. Much of this research, especially that portion sponsored and conducted by the NIH and CDC, is highly beneficial and undertaken to benefit local communities, but what about the phenomenon of offshoring and outsourcing research to the developing world in order to evade the expense and rigid regulatory environment in the US? Should our moral response to the offshoring of biomedical research differ from our response to the manufacture of running shoes in Asia? This seminar will canvass several key issues driving contentious debates over international clinical trials today. Should economic disparities influence the choice of a standard of care in trial design? Are researchers and their sponsors morally obligated to provide ancillary care during trials and benefits to local communities after their completion? What should be the standards for informed consent in contexts of great poverty and scientific illiteracy? To what extent do international trials risk being coercive or exploitative?

This course has been designed to overlap as little as possible with "Research Ethics" as taught at the 3000-level. The core reading will be Alan Wertheimer's recent book, *Rethinking the Ethics of Clinical Research*, which will effectively kick the discussion up several notches. Apart from Wertheimer, other likely sources include: Petryna, *When Experiments Travel*; Lavery, et al., *Ethical Issues in International Biomedical Research: A Casebook*; and Hawkins & Emanuel, *Exploitation and Developing Countries: The Ethics of Clinical Research*.

PHIL 5510-1 SEMINAR ON A PHILOSOPHICAL TOPIC: ATHENS OR JERUSALEM? [3]

Profs. Clay & Lomasky (M 0600-0830)

Every society gives thought to how it can conduct its affairs efficaciously and justly. In the ancient world none do so as profoundly and eloquently as the Hebrews and Greeks. In this course we will read from (1) Deuteronomy, Judges, Samuel, Kings; (2) Homer, Hesiod, Herodotus, Thucydides' (and perhaps other texts) with an eye especially attuned to investigating the political themes contained therein. Students will be asked to write several medium-length essays and produce a course paper. Precise requirements will be adjusted to individuals' language skills. [Note: This course is a combined section with CLAS 5559.]

PHIL 7520-1 SEMINAR ON A PHILOSOPHICAL TOPIC: GRAD METAPHYSICS SURVEY [3]

Prof. Merricks (T 0100-0330)

This survey course will examine a variety of issues central to contemporary analytic metaphysics. We shall consider, among other things, possibility and necessity, identity over time, and personal identity.

PHIL 7520-2 SEMINAR ON A PHILOSOPHICAL TOPIC: SOCRATIC ETHICS [3]

Prof. Devereux (W 0100-0330)

An examination of recent literature on Socratic Moral Psychology and Ethics. One of the main readings will be Brickhouse and Smith's "Socratic Moral Psychology" (Cambridge, 2010); the main dialogues to be read are:

Protagoras, Gorgias, Meno, and Euthydemus.

**PHIL 7520-3 SEMINAR ON A PHILOSOPHICAL TOPIC:
PRAGMATICS [3]**

Prof. Green (R 0100-0330)

This seminar will investigate aspects of communication that fall outside of conventionalized, literal linguistic meaning. It's focus will be on developments in the field over the last two decades. Topics include new work in speech act theory, recent trends implicature (both conversational and conventional), expressive behavior, animal communication, nonverbal communication in ontogeny, irony, metaphor, and the pragmatic determination of what is said.

**PHIL 7520-4 SEMINAR ON A PHILOSOPHICAL TOPIC:
THE TASKS OF ETHICAL THEORY [3]**

Prof. Brewer (T 0330-0600)

A close examination of a variety of texts that either advocate or exemplify a distinctive answer to the question: What are the proper aims and ambitions of ethical theory?

PHIL 7995 SUPERVISED RESEARCH [3]

PHIL 8320 CONTEMPORARY EPISTEMOLOGY [3]

Prof. Langsam (R 0330-0600)

In recent years there has been a variety of new theories on how perceptual experiences are able to justify beliefs. This course is a survey of such theories. We shall look at Pryor's dogmatism, BonJour's rehabilitation of the idea of the given, Hill on experience and reliabilism, Fumerton and McDowell on acquaintance, McDowell's direct realism (we will read some of his articles, not *Mind and World*), and Huemer's phenomenal conservatism. We shall also look at challenges to these theories, including Sosa on the speckled hen problem, and Cohen's problem of easy knowledge.

PHIL 8995 SUPERVISED RESEARCH [3]

PHIL 8999 NON-TOPICAL RESEARCH [3-12]

Thesis Advisor/Working towards an MA..

PHIL 9998 NON-TOPICAL RESEARCH [3-12]

DOCTORAL PREP

Prof. Gertler/Working towards a PhD without an advisor.

PHIL 9999 NON-TOPICAL RESEARCH [3-12]

Dissertation Advisor/Working towards a PhD with an advisor.