

## PHILOSOPHY 1

## INTRODUCTION TO PHILOSOPHY

Josh Parsons

TR 3:10-4:30p.m., 1100 SSH

CRNs: 55638-55649

TEXT: *Introduction to Philosophy*, (eds.) Perry and Bratman

COURSE CONTENT: This course is divided into three sections: (1) "Does God exist?" We will consider various arguments for and against the existence of God. We'll also introduce some important concepts philosophers use to assess arguments (e.g.) validity, soundness, and the distinction between inductive and deductive arguments. (2) "Am I dreaming right now?" How can you tell whether reality is as it appears? Can we trust science to get at the truth? We will look at questions in the area of philosophy known as epistemology - the study of knowledge. (3) "What am I?" What is it to be a person? Could a sophisticated computer think? Could it be conscious? Would it be murder to switch off an intelligent machine? We will look at these and other questions in the philosophy of mind. The objective of the course is to introduce you to a variety of philosophical topics and philosophers, and to offer you the opportunity to make some philosophical arguments of your own.

REQUIREMENTS: Several short papers and a comprehensive final, exact details to be decided.

PREREQUISITE: None.

G.E. CREDIT: Arts & Humanities, Writing Experience

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## PHILOSOPHY 12

## INTRODUCTION TO SYMBOLIC LOGIC

Paul Teller

MWF 11:00-11:50 a.m., 115 Hutchison

CRNs: 55650, 55651

### TEXT:

*A Modern Formal Logic Primer*, Volume I, by Paul Teller.

*Course Reader*, answer manual and other materials.

All available free on the web or at Classical Notes.

### COURSE CONTENT:

Philosophy 12 will introduce you to the elements of formal deductive logic. Understanding of this material is essential for work in philosophy. It has broad application for work in computer science and mathematics. And many students preparing for work in law and other areas where use of formal reasoning plays an important role find this material useful. More generally this course will show you, by example, what is involved in having a formal theory of a subject matter, in this case a formal theory of deductive reasoning.

More specifically, the course will train you in the language of formal sentence logic and its proof techniques. Subjects will include sentence logic syntax and semantics, truth tables, laws of logical equivalence, transcription between English and sentence logic, the concept of argument validity, and methods of proof. We will have a short introduction to predicate logic at the end of the course.

### REQUIREMENTS:

There will be problem sets approximately once a week. There will be in class exams every other week.

PREREQUISITE: None.

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**PHILOSOPHY 21 HISTORY OF PHILOSOPHY: ANCIENT**

G. J. Matthey  
TR 3:10-4:30 p.m., 226 Wellman  
CRNs: 55658, 55659

TEXT: *The Presocratics*, tr. Philip Wheelwright  
*Plato: Five Dialogues*, tr. G.M.A. Grube  
*Aristotle: Introductory Readings*, tr. Terence Irwin and Gail Fine

COURSE CONTENT: This course introduces students to the main themes and problems of ancient Greek Philosophy, as found in the Presocratic philosophers, Plato, Aristotle, the Hellenistic philosophers, and Plotinus.

REQUIREMENTS: Discussion section participation, two papers, and a final exam.

PREREQUISITE: None

G.E. CREDIT: Art and Humanities, Writing Experience

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**PHILOSOPHY 24 INTRODUCTION TO ETHICS AND POLITICAL PHILOSOPHY**

Pekka Väyrynen  
MWF 11:00-11:50 a.m., 212 Wellman  
CRNs: 62522, 62523

TEXTS: *Whatever Happened to Good and Evil?*, Russ Shafer-Landau (required)  
*Utilitarianism*, J. S. Mill (required)  
*A Rulebook for Arguments*, Anthony Weston  
*3<sup>rd</sup> edition* (required)  
Course pack (required)

**COURSE CONTENT:** An introduction to the philosophical study of moral notions, arguments, and theories. A large chunk of the course will be devoted to several influential views – very different from one another – that many have taken to threaten conventional morality: ethical relativism, ethical egoism, ethical skepticism in its many forms, and utilitarianism. In each case, we'll consider whether the view really does conflict with more conventional moral doctrines and, if it does, whether this is a problem for conventional morality or the view that appears to threaten it. Our method will be to investigate some of the basic questions of moral philosophy: Why should one be moral? Is being moral part of what makes a person's life go best? Do ends justify the means, or are there some actions that are always wrong, no matter how much good may result from them? How stringent are the demands of morality? Are there objective moral truths, or are right and wrong in the eye of the beholder or her socio-cultural group? Do moral praise and blame presuppose that we are fully in control of our actions and their consequences?

**REQUIREMENTS:** Two short papers, midterm and final exam, and active participation in discussion.

**PREREQUISITE:** None.

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**PHILOSOPHY 31**

**APPRAISING SCIENTIFIC REASONING**

James Griesemer

TR 12:10-1:30 p.m., 184 Young

CRNs: 55660, 55661

**TEXT:** *Understanding Scientific Reasoning (4<sup>th</sup> ed.)*,  
Ronald Giere

**COURSE CONTENT:** The impact of science and technology on our day-to-day lives is great. As citizens, we cannot afford to be ignorant of them. In addition, scholars of many sorts must understand science and technology in order to interpret society, culture, politics, economy, or history as well as science itself. But taking advantage of the information presented to us (in the mass media and elsewhere) requires understanding how such information is produced. One important activity involved in producing scientific information is reasoning. In this course we will examine reasoning processes and strategies employed in science through examination of general principles and concrete examples. We will explore the nature and evaluation of theoretical hypotheses – including statistical and causal hypotheses – and models of decision-making. Examples will be drawn from historical material described in the text as well as contemporary examples drawn from popular media such as newspapers, magazines, and the Internet.

**REQUIREMENTS:** Regular homework (50%), midterm (25%), final exam (25%).

**PREREQUISITE:** None.

**G.E. CREDIT:** Art and Humanities, Science and Engineering

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**PHILOSOPHY 102**

**THEORY OF KNOWLEDGE**

G. J. Matthey

TR 10:00-11:50 a.m., 166 Chemistry

CRNs: 55696, 55697

**TEXT:** On-line text by the instructor.

**COURSE CONTENT:** The course will be an overview of the main issues in the theory of knowledge from ancient times to the present. Questions to be discussed include: What is a theory of Knowledge supposed to do? How should the concept or concepts of knowledge be understood? How is human knowledge to be described? How might we determine whether we have knowledge?

**REQUIREMENTS:** Two five-page papers and a final examination.

**PREREQUISITE:** One course in philosophy.

**G. E. CREDIT:** Arts & Humanities, Writing Experience

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**PHILOSOPHY 108      PHILOSOPHY OF BIOLOGICAL SCIENCES**

Jim Griesemer

TR 9:00-10:20 a.m., 119 Wellman

CRNs: 55698, 55699

**TEXT:** All assigned readings will be drawn from the journal literature of the last 30 years and will be available on-line.

**COURSE CONTENT:** Scientific method in biology. Nature of biological theories, explanations, and models. Problems of evolution, ecology, genetics, systematics, and development. Science and human values.

**REQUIREMENTS:** Five one-page reading summaries (10% each). One 5 page argumentative essay (25%), final exam (25%).

**PREREQUISITE:** None.

**G.E. CREDIT:** Arts & Humanities or Science and Engineering, Writing Experience

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**PHILOSOPHY 109**

**PHILOSOPHY OF THE SOCIAL SCIENCES**

Karen Neander

TR 3:10-4:30 p.m., 106 Olson

CRNs: 62524, 62525

TEXT: Course Packet

COURSE CONTENT: This course explores the nature of the social sciences, scientific investigation, the human mind, and the possibility of providing scientific explanations of human social interactions, with an emphasis on evolutionary explanations of human emotions. More specific topics include: the unity of science, reductionism and emergent properties, different forms of “determinism”, an introduction to evolutionary theory, sociobiology, and evolutionary psychology.

REQUIREMENTS: Grades are based on one in-class test, one short paper and one term paper or final exam.

PREREQUISITE: None.

G.E. CREDIT: Art & Humanities, Writing Experience

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**PHILOSOPHY 131**

**PHILOSOPHY OF LOGIC AND MATHEMATICS**

Michael Glanzberg

TR 4:40-6:00 p.m., 244 Olson

CRN: 63331

TEXTS: *Thinking about Mathematics*, Stewart Shapiro  
*Philosophy of Mathematics: Selected*

*Readings*, ed. Paul Benacerraf and Hilary Putnam

COURSE CONTENT: We will examine the nature of mathematical objects such as numbers and sets, how we can come to have knowledge of those objects, and the status of mathematical truth. Readings will be drawn from classical and contemporary sources.

REQUIREMENTS: Two papers and a final exam.

PREREQUISITE: Course 12 or one course for credit in mathematics.

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**PHILOSOPHY 137**

**PHILOSOPHY OF LANGUAGE**

Michael Glanzberg

TR 1:40-3:00 p.m., 115 Wellman

CRN: 55702

TEXT: *Readings in the Philosophy of Language*, ed. Peter Ludlow

COURSE CONTENT: We will discuss core issues in the philosophy of language, such as the nature of linguistic meaning and the relation between our words and the things they talk about. Readings will be drawn from the pioneering work of Gottlob Frege and more recent authors.

REQUIREMENTS: Two papers and a final exam.

PREREQUISITE: One course in philosophy or linguistics.

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**PHILOSOPHY 156**

**CONTEMPORARY ANALYTIC PHILOSOPHY**

Robert Cummins

MWF 10:00-10:50 a.m., 158 Olson  
CRN: 62526

TEXTS: *Language, Truth, and Logic*, Ayer  
*Fact, Fiction, and Forecast*, Goodman

COURSE CONTENT: The goal of this course is to understand the problems and methodologies that are characteristic of contemporary analytic philosophy. We will approach this by looking at the works that most influenced those who framed the problems that occupy center stage today. These include papers by Hempel, Goodman, Quine, Davidson, Rawls, Putnam and Fodor.

REQUIREMENTS: Three take-home exams.

PREREQUISITE: One course in philosophy recommended.

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**PHILOSOPHY 189D TOPICS IN ETHICS**  
Pekka Väyrynen  
MWF 1:10-2:00 p.m., 233 Wellman  
CRN: 63295

TEXT: TBA

COURSE CONTENT: *Topic: Reasons and Value in the Natural World.* We routinely cite features of the natural world as justification for claims about what is valuable and what we have reason to do, think, and care about. Perhaps, for example, the simple natural fact that milk contains calcium gives you a reason to drink milk. How (if at all) do such natural facts generate the normative fact that milk's containing calcium is a reason to drink milk, or that drinking milk is a good thing? In general, how (if at all) do reasons and values fit into how science portrays the natural

world? What in the world (if anything) grounds and explains the connections which our routine justifications assume to obtain between normative facts and ordinary natural facts? We will examine these and related meta-ethical issues. Additional topics include: ethical naturalism vs. non-naturalism; natural properties; moral supervenience; the relationship between reasons and value; and the so-called “thick” normative concepts. With the exception of G. E. Moore, readings will be drawn almost entirely from current meta-ethicists. A large portion of the course will be conducted in the seminar style.

REQUIREMENTS: Two medium-length papers and active class participation.

PREREQUISITE: One course in the area of the special topic.

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**PHILOSOPHY 189H TOPICS IN PHILOSOPHY OF MIND:  
CONCEPTS**

Karen Neander

TR 12:10-1:30 p.m., 115 Wellman

CRN: 55704

TEXT: TBA

COURSE CONTENT: Philosophers and psychologists talk a lot about concepts. Our conceptual repertoire makes our thoughts possible. But what are concepts? There are a number of competing theories about their nature but none seems entirely satisfactory, given the full list of desiderata that a theory of concepts seems to need to fill. Topics covered include all or some of the following: an introduction to the main theories of concepts, the analytic-synthetic distinction, concepts and reference determination, innate

concepts, the acquisition of concepts and their role in classification and recognition of kinds.

REQUIREMENTS: Grades are based on in-class tests, one term paper or final exam, and class participation/presentations.

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**PHILOSOPHY 201**

**METAPHYSICS**

Josh Parsons

T 11:00-1:50 p.m., 2275 SSH

CRN: 63338

TEXT: *The Philosophy of Time*, (eds.) Le Poidevin and MacBeath.  
Other readings to be determined.

COURSE CONTENT: This is an advanced metaphysics course focusing on issues in the metaphysics of time. We will look at issues such as McTaggart's paradox, the reality of the past and future, and contemporary debates concerning tense and persistence.

REQUIREMENTS: Papers, class presentations.

PREREQUISITES: Open to all graduate students in philosophy, and to others by consent of the instructor.

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**Philosophy 203**

**PHILOSOPHY OF MIND**

Robert Cummins

W 2:10-5:00 p.m., 2275 SSH

CRN: 62528

TEXTS: Various articles to be distributed.

COURSE CONTENT: The dominant paradigm in cognitive science for the last forty years has it that the mind is to be understood in terms of computation and

representation. We take a quick look at how this idea got started, and how it has fared, and what Philosophy has contributed. How have Philosophers construed or reconstructed these two explanatory primitives? How do these philosophical accounts fit with current neuroscience, and with our understanding of evolution, development and learning? What, exactly, should we expect of a science of the mind?

**REQUIREMENTS:** Two short papers and a term paper, presumably an expansion of one of the short papers.

**PREREQUISITES:** Graduate standing in Philosophy or permission of the instructor.

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**PHILOSOPHY 210      PHILOSOPHY OF SCIENCE**  
Paul Teller  
M 2:10-5:00 p.m., 2275 SSH  
CRN: 62529

**TEXT:** TBA

**COURSE CONTENT:** Scientific Realism and Truth

We will study the so-called “ultimate” or “miracle” argument for scientific realism, and its relation to various theories of truth. The argument is, in outline: If our scientific theories weren’t true, or approximately true, it would be an incredible miracle that they are so successful. Therefore they are true, or at least approximately true. We will examine various versions of this argument, with a special eye on the question of how they fare under various theories of truth. So we will spend roughly half of the term getting acquainted with candidate

theories of truth and half seeing how they apply to the ultimate argument.

Here is one reason I am eager to look at this connection in detail. Many find deflationism dissatisfying: They feel that when you say that a sentence, statement, or proposition is true this is not just the same as asserting the sentence, statement or proposition. On the other hand some seem to have a feeling that there is something explanatory of the success of science coming from the presumption that the dictates of science are true, over and above particular claims made in science. I want to investigate whether these are the same, or closely connected inclinations and then how we should regard them.

REQUIREMENTS: Weekly short papers, on the order of five pages, connected with the weekly readings.

PREREQUISITE: Graduate standing or consent of instructor.