

foundings and most influential Western philosophers: Plato, Aristotle, and Descartes. Among the issues we will discuss are: politics, justice, education, what it means to live a good life, happiness, friendship, virtue, skepticism, religion, truth and falsehood, the origins of knowledge, and the value, danger, and importance of art.

PHI 101-G Sec 2

TUTH 8:20-9:40

T. HYDE

A close reading of Plato's *Republic*, one of western civilization's classic literary masterpieces of philosophy, whose breadth from ontology to epistemology to psychology to ethics to politics to pedagogy is simply breathtaking. One of the single most influential books ever written that virtually started philosophy off and continues to be influential to this day. Reading mandatory, in-class quizzes, attendance mandatory, in-class worksheets, midterm, and final.

PHI 101-G Sec 3

MWF 10:40-11:35

D. MCLEOD

This course will focus on a basic theme of introductions. We will begin with an introduction to the history of western thought and its constituent elements through thinkers such as Plato, René Descartes, David Hume, and Friedrich Nietzsche. We will follow this task of introducing you to the beginnings of philosophical theory by asking what it means to be introduced into philosophy— what establishes a philosopher in this history? To this end we will read philosophy written by women and people of color who have introduced new ways of thinking about philosophy into 'the tradition,' and have made critiques that have been formed through their very exclusion from this tradition. Course work will consist of learning how to write a philosophical paper, give a philosophical presentation, and ask and consider philosophical questions.

PHI 101-G Sec 4

MW 8:05-9:25

J. CORRIGAN

Metaphysics is the branch of philosophy that attempts to systematically describe our fundamental assumptions about reality that frame how we understand the world we live in. This understanding underlies all of our opinions, actions, hopes and dreams, and contributes to who we are as persons. Most of us assume the metaphysics of our parents, friends, and communities without critically reflecting on the alternatives that exist, either in different cultures or in our own culture. Why is this relevant to your life? You only have to watch the news, to see first-hand what happens when people's understanding of reality – their metaphysical view – clash. If a person's metaphysics is really such a fundamental determinate of their opinions, shouldn't we try to understand what is behind them? In this course, we will explore the most important ideas of metaphysical thought over the past 2,500 years, beginning in ancient Greece and finally arriving in the present European and American traditions. Even though this is an introduction to "Western" metaphysics, we will also take a look at non-Western traditions, such as Taoist, Buddhist, Advaitan, and Sufic traditions, in order to properly situate the major themes of Metaphysics. This is an early morning class so active participation is essential. You will be expected to read all the assigned texts and be able to express an understanding of their meaning in class discussions and in written assignments. In metaphysics there is no correct answer. Or perhaps there is... come find out!

PHI 101-G Sec 5

MF 12:50-2:10

S. MCNAMARA

This course will provide an historical introduction to the history of philosophy by taking up a question that has interested philosophers for centuries—what *is* philosophy? This question, we will discover, instead of yielding answers, only leads to more questions: how does one do philosophy, what does it mean to philosophize in a time of great social or political upheaval, who is qualified to be a philosopher? Though the course of the semester, we will take up these questions—and hopefully propose some answers to them—by looking at the work of Plato, Martin Luther King Jr., René Descartes, Martin Heidegger, Simone de Beauvoir, and others. The fundamental premise of this course is that the only way to learn philosophy is to begin to think philosophically. The assignments in this course will thus consist of projects that will teach students to identify, analyze, and make philosophical arguments.

PHI 101-G Sec 6

MW 3:50-5:10

M. GREEN

An introduction to pivotal theories of the Western philosophic tradition. Readings may be from ancient Greek, medieval and modern classics of philosophy. Topics may include philosophic theories of politics, morality, logic, metaphysics, knowledge, anthropology, art, religion.

PHI 101-G Sec 7

MWF 11:45-12:45

R. ZAMBRANO

The dialogues of Plato stand at the foundations of western philosophy. We will begin the course with a close reading of the most famous sections of the *Republic* in order to position ourselves within Plato's philosophical world. The sections dealing with the famous "allegory of the cave," the analogy between "the Good" and the sun,

and the discussions on "Beauty Itself" will be dealt with closely. Then, with this initial understanding of Plato we will go on to read the dialogues included in "The Last Days of Socrates." We will read *Euthyphro*, which both introduces the Socratic method and gives us an initial insight into Plato's search for "the Forms." In the *Apology* we will bear witness to Socrates' trial, self-defense, and condemnation by the citizens of Athens for the charge of impiety. We will conclude the course with a close reading of the *Phaedo*, discussing in detail Plato's arguments for the immortality of the soul, as well as how this relies on an understanding of the Forms as presented in the *Phaedo* and the *Republic*. We will also seek to answer how this understanding of the soul and the Forms reflects the way in which Socrates faces his own execution.

PHI 104-B MORAL REASONING (II) MAIN FOCUS

An introduction to philosophy through inquiry into the formation, justification, and evaluation of moral judgments. Students introduced to the major theories and problems of ethics, such as utilitarianism, Kant's categorical imperative, ethical relativism, egoism and classical conceptions of the good and virtue. Against this background students engage in discussions of contemporary moral issues.

PHI 104-B Sec 1

TUTH 8:20-9:40

R. NOLAN

How should one live? What can philosophers contribute to this question? We will study some major moral theories and consider their relevance to such issues as human sexuality, abortion, capital punishment and the treatment of animals. Readings from Aristotle, Kant, Mill, Hume. Two exams and a final.

PHI 104-B Sec 2

MW 5:20-6:40

E. KOSMIDER

An introduction to philosophy through inquiry into the formation, justification, and evaluation of moral judgments. Students introduced to the major theories and problems of ethics, such as utilitarianism, Kant's categorical imperative, ethical relativism, egoism and classical conceptions of the good and virtue. Against this background students engage in discussions of contemporary moral issues.

PHI 104-B Sec 4

MWF 11:45-12:40

J. CARTER

An introduction to philosophy through inquiry into the formation, justification, and evaluation of moral judgments. Students introduced to the major theories and problems of ethics, such as utilitarianism, Kant's categorical imperative, ethical relativism, egoism and classical conceptions of the good and virtue. Against this background students engage in discussions of contemporary moral issues.

PHI 104-B Sec 5

MF 12:50-2:10

M. ROESS

A historical introduction to moral philosophy. Students will be introduced to the major theories of ethics, both ancient and modern. The readings will be chosen from the works of Plato, Aristotle, Hume, Kant and Nietzsche and others. Though we will consider a number of issues relevant to the study of moral philosophy, special attention will be paid to the differing conceptions of the good found among these philosophers. Against this background students engage in discussions of contemporary moral issues.

PHI 104-Sec 6

MWF 9:35-10:30 T. HAMMER

A historical introduction to moral philosophy. Students will be introduced to the major theories of ethics, both ancient and modern. The readings will be chosen from the works of Plato, Aristotle, Hume, Kant and Nietzsche and others. Though we will consider a number of issues relevant to the study of moral philosophy, special attention will be paid to the differing conceptions of the good found among these philosophers. Against this background students engage in discussions of contemporary moral issues.

PHI 105-G POLITICS AND SOCIETY (II) MAIN FOCUS

A historical introduction to philosophy through an analysis of political theories, theories of action, and styles of political life. Main themes will include the relation of the individual to the state, the scope of social responsibility, and the nature of human freedom.

PHI 105-G Sec 1

TUTH 12:50-2:10

R. HOWARD

An historical introduction to some of the major problems and thinkers who have attempted to understand the dilemmas that confront humans as they try to live together in society. These problems have become more acute with the end of the Civil War, and then mutated again since September 11th. We will read selections from such philosophers as Plato, Aristotle, Augustine, Aquinas, Machiavelli, Luther and Calvin, Hobbes and Locke and Rousseau, before concluding with the emergence of the modern political world at the time of the American and

French Revolutions. Our last readings will look at the birth of political economics with Smith, of Conservatives with Burke, and the radicalism with the French Declaration of Rights in 1789.

PHI 105-G Sec 2

MF 12:50-2:10

N. GOLDEN

This course will explore some lines of thought originating from the basic fact that people use language. Some questions that we will address: Given that we use language, how do we use language? Do we follow rules in speaking to others? Does the particular language that we speak shape how we think? What does it take to understand somebody else? Are people even any good at using language? Special emphasis will be placed on readings dealing with the structure and dynamics of conversation. Readings will consist of philosophical essays about the study of pragmatics and recent empirical studies from the field of psycholinguistics.

PHI 105-G Sec 3

MWF 10:40-11:35

A. ROSENFELD

An historical introduction to philosophy through an analysis of political theories, theories of action, and style of political life. Main themes include the relation of the individual to the state, the scope of social responsibility, and the nature of human freedom.

PHI 105-G Sec 4

TUTH 8:20-9:40

K. WOLFE

An historical introduction to philosophy through an analysis of political theories, theories of action, and style of political life. Main themes include the relation of the individual to the state, the scope of social responsibility, and the nature of human freedom.

PHI 105-G Sec 5

MWF 9:35-10:30 J. AMBURY

This course will serve as an introduction to political philosophy. After a short introduction to philosophy itself, we will begin with some of the more traditional authors, including Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, and Marx. Toward the end of the course, we will turn our attention to some more contemporary approaches to political philosophy. The course will emphasize class discussion and short written assignments as a way to refine one's understanding of political philosophy and individual thought.

PHI 108-B LOGICAL AND CRITICAL REASONING (II) MAIN FOCUS

The principle aim of this course is to help a student acquire the skills of thinking, reading, and writing critically. The student develops a sensitivity to language and argumentation that is applicable to a wide range of situations and subject matters.

PHI 108-B Sec 1

TUTH 12:50-2:10

G. MAR

In this course logical and critical reasoning will be viewed from a variety of perspectives. First, we shall examine critical reasoning as problem solving. The student will learn how to solve logic puzzles now commonly found on such standard examinations as the GRE and LSAT, but our primary goal will be to gain insight into problem-solving heuristic and the problem-solving process. Second, the student will learn about scientific reasoning. We shall deal with the demarcation between "pseudoscience" and science, forms of inductive inference, and models of scientific reasoning. Third, the course deals with critical reasoning as argument and rhetoric. The student will learn the art of explicating and evaluating arguments found in "real life" and how to expose fallacies and to compose persuasive arguments.

PHI 108-B Sec 2

TUTH 8:20-9:40

TBA

A study of the basic principles of formally correct reasoning. This includes studying criteria for distinguishing valid from invalid argumentation; developing and practicing strategies for the evaluation of arguments in various contexts; analysis of arguments and pseudo-arguments appearing in formal (symbolic) and non-formal (natural language) contexts. No prerequisites, except willingness to do regular homework, to fulfill all requirements (quizzes and exams), to attend every class, and to keep an open mind at all times (strictly enforced!).

PHI 108-B Sec 3

MWF 9:35-10:30 F. BOTTENBERG

This course will introduce the student to the fundamental concepts, theoretical strategies and frameworks useful for evaluating both formal (symbolized) and informal (ordinary language) reasoning. Students will not only gain skill in analyzing the merits of other people's arguments, they will also learn to improve their own abilities at constructing convincing arguments. There will be regular graded homework assignments, several quizzes, a midterm and a final exam.

PHI 108-B Sec 4

MF 12:50-2:10

C. COHOON

The subject of this course is *argumentation*, that is, not quarrelling and sparring but rather the use of a reason or set of reasons to persuade others to adopt certain theories, positions, or plans. We will learn how to create and understand sound arguments and how to sniff out the phonies. These skills – essential to what we often call “critical thinking” – will be indispensable regardless of your major or the career you are seeking. Indeed, this course hopes to prepare you for any situation where persuasion is at issue (e.g., in the *Times*, in the courtroom, in presidential debates, on the blogs, at the bar, etc.). By the end of the semester, not only will you be well on the way to becoming a sensitive reader and a compelling writer, but you will also be equipped to reject bogus arguments as – for example – “red herrings,” “straw men,” and “ignoratio elenchi”! Regular attendance and hard work required.

PHI 108-B Sec 5

TUTH 3:50-5:10

R. TOLEDO

Logical and Critical Thinking focuses on the ways in which we should both give and evaluate arguments. To understand how to give arguments we will study basic skills of induction, deduction, and abduction. To understand how evaluate arguments, we will study fallacious reasoning and techniques used in persuasion, propaganda, and other forms of psychological manipulation. This course material will be developed across a wide variety of case studies from contemporary politics, science, and the media.

PHI 108-B Sec 6

TUTH 3:50-5:10

D. WELGUS

The principle aim of this course is to help a student acquire the skills of thinking, reading, and writing critically. The student develops a sensitivity to language and argumentation that is applicable to a wide range of situations and subject matters.

PHI 220-C Intro to Symbolic Logic (II) MAIN FOCUS

This first course in symbolic logic emphasizes the development of systematic techniques for assessing the validity of arguments – truth tables and truth value analysis, elementary quantification theory, and deduction in both the propositional calculus and quantification theory.

PHI 220-C Intro to Symbolic Logic (II) Sec 1

TUTH 11:20-12:40

G. MAR

This course in logic is a self-contained introduction to formal techniques of symbolic logic. You will learn natural deduction systems for conditional-negation logic, the full propositional logic, quantifier logic, and perhaps a some modal logic. The course presupposes no prior knowledge of philosophy or mathematics. It does not aim at justifying results about logical systems. Instead the purpose of this course is to impart a skill-the ability to recognize and construct logically correct deductions and refutations. We'll also be motivating the topics using logic games, puzzles, and applications of symbolic logic natural languages.

PHI 247 -G EXISTENTIALISM (I)

TUTH 11:20-12:40

T. HYDE

Readings in existential philosophy and literature with special emphasis on such themes as alienation, anxiety, nihilism, absurdity, the self, value death, and immediacy. Existentialist categories will be used to interpret contemporary life styles and culture.

PHI 277-G POLITICAL PHILOSOPHY (II)

MW 3:50-5:10

A. O'BYRNE

This course will be an introduction to social and political philosophy, with a particular emphasis on the question of political change. What do theories about the founding of political systems tell us about the purpose of politics? How do states change? How do revolutions happen? What's worth rebelling for? Justice, freedom, equality, or cheaper gasoline? The early part of the course will be devoted to getting familiar with the classical modern state-of-nature theories of Hobbes and Rousseau, the Enlightenment philosophy of Kant and the dialectical theory of Hegel and Marx. Later we will read 20th century authors such as Hannah Arendt, Jean-Paul Sartre, Jurgen Habermas and Enrique Dussel on questions of power, community and liberation.

PHI 300- I ANCIENT PHILOSOPHY (I)

TUTH 9:50-11:10

J. EDWARDS

This course surveys key developments in ancient Greek metaphysics and ethics from the Presocratics to the

Hellenistic schools. Lectures will treat the broader historical landscape of ancient Western philosophy. Class discussion will concentrate on the following thinkers and schools of thought: (a) Anaximander, Heraclitus, and Parmenides; (b) Plato and Aristotle; (c) Epicureanism, Stoicism, and Scepticism. The readings for this course are difficult, and the reading list will be as long as it is strenuous. Selections (apart from several downloadable files) will be taken from the following required texts: (1) P. Curd and R. D. McKirahan, *A Presocratics: Selected Fragments and Testimonia* (Hackett 1996); (2) Plato, *The Republic* (Yale University Press 2006); (3) Aristotle, *Nicomachean Ethics* (Cambridge University Press 2000); (4) Cicero, *On Moral Ends* (Cambridge University Press 2001).

PHI 306-I MODERN PHILOSOPHY (I) TUTH 8:20-9:40 D. DILWORTH

Reading of key primary sources in the chronologically complexifying dialogue among of the early modern European philosophers, beginning with Descartes and Hobbes and ending with Hume, Kant, and Schopenhauer.

PHI 308-I 19TH-CENTURY PHILOSOPHY (I) TUTH 11:20-12:40 D. DILWORTH

While sketching the gamut of major 19th-century authors, the course will concentrate on primary source readings in Schopenhauer and Emerson.

PHI 310-K AMERICAN PHILOSOPHY(I) TUTH 3:50-5:10 H. CORMIER

In this case we shall focus on the distinctively American philosophy, pragmatism. We'll ask such questions as: Is there really any such thing as pragmatism? If so, who were and are its practitioners? Is it more like "analytical" philosophy or "Continental"? (what exactly are "analytical" and "Continental" philosophy, anyway?) Does pragmatism have anything to do with "postmodernism"? (Just what is "postmodernism"? How can an "-ism" be relevant both to architecture and philosophy?) Who are Richard Rorty, Cornel West, John Dewey, and William James, and why do so many people seem to think that their views threaten the end of the intellectual world as we know it? We shall read both historical and contemporary pragmatic writers, as well as some of their critics, who somehow never learn

PHI 315- MAJORS' INTRODUCTORY SEMINAR A M 4:30-7:30 A. deLAURENTIIS

The seminar provides training in in-depth reading and discipline-oriented writing required for success in the philosophy major. The texts under discussion will be Aristotle's *De Anima*, Rousseau's *On the Social Contract*, and three essays by Immanuel Kant. Prerequisite: philosophy major/ two previous courses in philosophy.

PHI 365-H PHILOSOPHY AND COMPUTERS (III) TUTH 12:50-2:10 P. GRIM

An investigation of topics at the interface between philosophy and computation, including both (1) philosophy about computers, minds and machines, and (2) hands-on work in robotics and computer modeling as philosophical toys and philosophical tools. Topics will include the history of computing machinery, conceptual foundations and limits of contemporary computing, computation and consciousness (Descartes, Wittgenstein, Dennett, and Searle), agent-based and social modeling. There will be extensive hands-on laboratory projects in elementary robotics and Turing machines, as well as work with fuzzy logic software, chaos theory, cellular automata and artificial life.

PHI 366 Philosophy and the Environment MW 5:20-6:40PM M. Spector

This is an interdisciplinary course, in which we explore the complex interactions among various aspects of our culture -- technology, economics, politics, values, religion -- with the focus being the impact of our way of life upon the natural environment which sustains it. We begin in a concrete manner by laying out the various elements of the current "environmental crisis." Next, we examine their direct causes, which appear to be aspects of our supposed "mastery of nature" -- results of the great power of our scientific-industrial technology. We then look at the economic and political context within which our technological powers are deployed (e.g., the emphasis we place on productive efficiency, our commitment to individual freedom and property rights, our faith in the opinions of experts, etc.) Finally, at the deepest level, we consider our underlying attitudes -- some would call them "religious" -- towards the natural world and our place in it.

PHI 368 Philosophy of Science

MF12:50-2:10

M. Spector

Science serves a number of functions in modern culture. One of them is to provide an understanding of natural phenomena—to explain the "workings of the world." We will attempt to understand the nature of scientific understanding. This will involve an exploration of a number of related topics, such as: the relation between explanation and prediction, the role of laws in science, the structure of theories and their relation to observations, the distinction between science and pseudo-science, and the nature of scientific progress. We will also compare the kind of "scientific understanding" achieved in the physical sciences with that of the behavioral and social sciences. While not required, some familiarity with symbolic logic will be highly useful.

PHI 372-G ETHICAL INQUIRY (II)

TUTH 11:20-12:40

J. EDWARDS

This course will focus on the development in contemporary ethics called Feminist Ethics. Feminists have asked what ethics would look like if it took seriously the lives of women. How would the topics examined differ and would the enterprise of ethics itself be transformed? An ethics that takes women's lives seriously would have to think about issues such as rape, coercive reproductive practices, sexual harassment, domestic violence—all concerns which are part of the oppression of women. But it also would consider the ethical relations involved in mothering and other care giving responsibilities —aspects of many women's lives which are rarely theorized in standard texts.

The course will begin with a review of some traditional approaches to ethics: Virtue Ethics, Kantian Ethics, utilitarianism. We then will examine feminist critiques and modifications of these standard approaches. Most interesting perhaps are those new perspectives on ethical relationships and ethical deliberation that derives from the caring work that has largely been left to women. Some of the care ethic approaches have been taken up not only by feminists but by mainstream philosophers as well. If time permits, these too will be explored.

PHI 381 -G AESTHETICS (II)
CONTEMPORARY EUROPEAN AESTHETIC THEORY

TUTH 5:20-6:40

H. SILVERMAN

FOCUS:

What is artistic expression, meaning, culture? How are the arts situated and mediated in historical, political, cultural experience and understanding? In what way do the arts mediate and become the media themselves? What are the limits to what is called "art?" And does it even make sense to talk about "works of art" today? This course will focus on contemporary European aesthetic theory (since the early 20th century). Emphasis will be placed on the role of aesthetic theory in phenomenology, existentialism, critical theory, hermeneutics, post structuralism, deconstruction, postmodernism, and continental feminist theory. The task will be to understand the writings of major theorists (such as Heidegger, Benjamin, Merleau-Ponty, Dufrenne, Gadamer, Ricoeur, Foucault, Deleuze, Lyotard, Derrida, Nancy, Irigaray, Kristeva, Eco, Perniola), and to show how they relate to issues such as: the nature of the work of art and writing, problems of criticism and aesthetic understanding, strategies for reading and interpretation, the status of texts and textuality, questions surrounding the beautiful and the sublime, the differences between the avant-garde and the postmodern, and the role of the arts in contemporary society.

PURPOSE: Designed as an introduction to contemporary theories of the arts, aesthetic theory, and the relations between the arts and culture, society, and politics today.

PREREQUISITES: Junior or Senior standing; at least two courses in Philosophy, Humanities, Comparative Literature, Cinema Studies, Art, Music, Theater, English, European Languages, Literatures, and Cultures, Hispanic Languages and Literature.

PHI/AAS 386 –J TOPICS IN ASIAN PHILOSOPHY

Designed for upper-division students, this course presents in-depth study of a specific topic in an Asian philosophical tradition. Students are expected to demonstrate knowledge through mastery of native terms and concepts from that tradition. Semester supplements to this bulletin contain specific descriptions

when course is offered. May be repeated for credit as the topic changes. This course is offered as both AAS

386 and PHI 386.

Prerequisite: One previous course in AAS or PHI

Advisory Prerequisite: Junior or Senior Standing

PHI/AAS 386-J Sec 1

TUTH 2:20-3:40

A. NICHOLSON

Buddhism and Early Vedanta Philosophy

PHI/AAS 386-J Sec 2

TUTH 3:50-5:10

P. BILIMORIA

Philosophy of Religion

PHI 401-G INDIVIDUAL SYSTEMS OF THE GREAT PHILOSOPHERS

Special Topic: Wittgenstein

TUTH 11:20-12:40

R. NOLAN

Wittgenstein is rated by many as the greatest philosopher of the Twentieth Century. He has had wide influence in the social and behavioral sciences, although philosophers working in more traditional frameworks dislike his ultimate rejection of those traditional frameworks. We will study works from his early and his later periods, with an emphasis on his revolutionary ideas in the philosophy of language and mind and his philosophical psychology. Mid-term and final exams and occasional 2-page papers on assigned questions.

PHI 402-G ANALYSIS OF PHILOSOPHIC TEXTS (I) TUTH 5:20-6:40

P. MANCHESTER

Special Topic: Heidegger: Being in Time

German philosopher Martin Heidegger's 1927 masterwork *Being and Time* is not only the centerpiece of his own extensive writing over the next forty years, but one of the most seminal and influential works of the twentieth century, and not just in philosophy. Deeply rooted in Aristotle and Greek philosophy, it also represents a highly original adaptation of his teacher Edmund Husserl's phenomenology, abandoning its Cartesian premises in favor of an analysis of the lifeworld of everyday experience. In this course we will read the complete work, in the translation by Macquarrie and Robinson (HarperOne), taking particular care to give the often-slighted second division as much attention as the first. There will be both in-class essay exams and short outside papers during the semester.

PHI 435 SENIOR SEMINAR

TU 3:00-6:00

R. HOWARD

Special Topics: Continental Philosophy Today

As many of you know, I have taught repeatedly the History of Political Philosophy for first year students. In this course for majors, I'd like to go back to that history. We'll use as the text for the course the manuscript of a (large) book that I'm finishing on the subject. We start with the Greeks, and conclude with the American and French revolutions, as well as the birth of capitalism (Adam Smith) and of conservatives' (Edmund Burke). Students will make presentations in class, take part in discussion, and write a term paper on some aspect of the topic to be agreed on with the instructor.