

**WINTER 2009 COURSE DESCRIPTIONS****University of Washington****Department of Philosophy****PHIL 100A Introduction to Philosophy Rosenthal MWF 10:30-11:20 5cr**

The purpose of this course is to acquaint students with several of the major themes in classical Western philosophical thought and to provide an overview of their historical development. What is real? What can we know? What is the basis of a good life and a just society? We will examine these questions and various answers to them through reading excerpts from the works of some of the great philosophers in chronological order, from the ancient to the modern period. We will also pay particular attention to the different styles and methods of philosophical argument. Students will be encouraged not only to master the material itself but also to develop their own critical and philosophical skills. The format of this course will be a mixture of lecture and discussion."

**TEXT:** *Classics of Western Philosophy*, Cahn

**PHIL 100B Introduction to Philosophy Barr MWF 4:00-5:20 5cr**

This course is an introduction to philosophy, and it has two primary aims. The theoretical aim of this course is the careful and critical investigation of a set of fundamentally important questions. Among these questions are the following: What is the nature of the mind? How can we come to know anything about the world outside our own minds? Do we possess free will? What makes us who we are? Does God exist? The practical aim of this course is to teach students how to critically engage such questions effectively. This requires patience, clarity and consistency in reasoning and argument. This also requires an open and inquisitive mind, and the courage to subject one's own views to sustained criticism. Students will be assessed on the basis of a few short response papers, a midterm and a final exam.

**TEXT:** *Think*, Blackburn

**PHIL 102A Moral Problems Blake TTh 11:00-12:20 5cr**

How is law related to morality? How is it distinct? Do we have an obligation to obey the law? What, if anything, justifies the imposition of legal punishment? These issues, and related issues dealing with the analysis and justification of legal practices, will be examined using the writings of philosophers, judges, and legal theorists.

**TEXT:** Course Reader

**PHIL 102B Moral Problems Almassi Daily 2:30-3:20 5cr**

"Contemporary Moral Problems in Research & Technology" This course concerns the ethics of belief, inquiry, research, and technology. Oftentimes philosophers consider the epistemological dimensions of belief and inquiry, scientific or otherwise, but we can also ask about their ethical dimensions. We ask questions such as: Do we have a duty to believe only what the evidence supports? Does morality requiring trust: trusting experts, trusting loved ones, trusting ourselves? Might we have good moral grounds *not* to pursue certain lines of inquiry? Do scientists *as* scientists have moral obligations or would that undermine their work?

The ethics of research also finds us considering the Human Genome Diversity Project, physics and warfare, and repatriation of indigenous remains. Turning to the ethics of technology, we consider issues in computing ethics including copyright infringement, file-sharing, hacking as a form of protest, trolling, and net neutrality.

Our class will be a mixture of lecture and discussion. No prerequisites, just a willingness to read extensively, carefully, and critically, and to engage respectfully yet fearlessly with others' views.

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Assignments are likely to include reading responses, presentations, short paper(s), and exams. Texts to be made available via course reserves or course pack.

**NO TEXT**

**PHIL 115A Practical Reasoning Lee TTh 2:00-3:20 5cr**

We are bombarded by arguments made by family, friends, policy makers, political candidates, news analysts, advertisers, and scientists. This course is designed to give you analytic tools to evaluate the strength of their arguments. We will discuss the power and limitations of various types of argument, including statistical, causal, analogical, legal and testimony-based inferences and arguments.

**TEXT:** *Reason & Argument*, Feldman

**PHIL 115B Practical Reasoning Aufrecht TTh 4:30-6:20 5cr**

This course is an introduction to logical reasoning, emphasizing concepts and methods useful for practical analysis of arguments in everyday contexts. We will learn about argument structure, meaning, informal fallacies, inductive and scientific reasoning, causation, probabilities, and statistical inference.

**TEXT:** *A Concise Introduction to Logic*, Hurley

**PHIL 120A Introduction to Logic Hankinson Nelson TTh 11:30-12:50 5cr**

PHIL 120 introduces students to formal (symbolic) logic, in which the logical notions of arguments, validity, consistency, logical truths and logical falsehoods are studied and methods for establishing them are learned. Course material includes the study of these concepts as they apply to Sentential Logic, and Predicate Logic including quantification.

**TEXT:** *The Logic Book* \*5<sup>th</sup> edition\* (it matters), by Bergmann et al. A Solutions Manual, with answers to many exercises, comes free with the text and is available online.

**PHIL 205A Philosophy for Children Shapiro MW 8:30-10:20 5 cr**

This course is a workshop in doing philosophy with children. Students will be introduced to the methods and practices of doing philosophy with young people, eventually enabling them to facilitate philosophy for children sessions in elementary, middle, and secondary schools. Philosophy for Children is an instructional theory and methodology for bringing philosophy into the lives of pre-college students. It emphasizes “doing philosophy” over “studying philosophy;” instead of reading Plato, for instance, young people explore the same sorts of questions that intrigued Plato through the creative use of literature, classroom games, and collaborative exercises. Philosophy for Children stresses the development of a “community of inquiry” in which budding philosophers are encouraged to ask their own relevant questions, to develop their views and articulate reasons for them, and to listen and learn from one another. In many ways, this course is an introduction to philosophy through children’s literature and classroom activities. Students successfully completing this course will have explored many of the perennial concerns of philosophy in a manner that is consistent approaches used to introduce pre-college students to philosophy and philosophical inquiry.

**NO TEXT**

**PHIL 240A Introduction to Ethics Gardiner TTh 10:00-11:20 5cr**

This course is an introductory overview of some central themes in contemporary ethical theory. It is structured around a discussion of one perennially popular theory of ethics, utilitarianism. Utilitarianism claims, roughly-speaking, that the morally right thing to do is that which brings about the maximum happiness for those affected. This doctrine has both shaped the twentieth-century debate in ethics and had an enduring influence on social policy (especially through contemporary economics and law). However, it has been criticized for, amongst other things, being too demanding, being unable to

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account for the importance of basic human rights, failing to take seriously the separateness of persons, and undermining personal integrity. We shall try to assess such criticisms, and utilitarian responses to them. We shall also introduce the two main alternatives to utilitarianism, Kantian ethics and virtue ethics.

In the course of our discussion, we will consider questions such as the following. Does happiness consist in pleasure, in getting what one wants (or should want), or in living a good human life? Is welfare the only thing that matters morally? Are rights, duties and close personal relationships independently important, for reasons other than their connection to welfare? Are there any limits to what morality may ask of us?

**TEXT:** *Ethics; History, Theory, and Contemporary Issues*, Cahn; Markie; Recommended: *Contemporary Ethics: Taking Account of Utilitarianism*, Shaw; *The Elements of Moral Philosophy*, Rachels, Rachels

**PHIL 241A Topics in Ethics Kim Daily 9:30-10:20 5 cr**

“Consent and Consensus” This course explores the different roles of agreement in moral and political philosophy. The idea of agreement plays a central role in (1) the relativist account of morality, (2) the contractarian theory of political legitimacy, and (3) the justification of universal human rights. We will ask if agreement can perform all three roles: ground morality, establish political legitimacy, and justify universal moral norms.

**NO TEXT**

**PHIL 241B Topics in Ethics Benchimol MW 3:30-5:20 5 cr**

“Moral Evaluation” This is a topics course in ethical theory. The general subject matter of the course is moral evaluation. Possible questions we shall consider are: What is the purpose, if any, of blaming people at all? Are we trying to simply influence their behavior so that they don’t act poorly in the future? Can a person really be said to be a bad or good person in virtue of her character? Are we to blame for things like racist attitudes that are merely the products of cultural upbringing, or for inert desires to see other people suffer even if we never act on those desires? Can we be blamed for having faulty or even morally pernicious beliefs? Must someone have free will in order to be blamed or praised at all? If so, what kind of free will is necessary? What is blame, anyway? Is it just a judgment that someone has acted wrongly (or that someone is a bad person) or is it a more complex aspect of our interpersonal relations with others?

This course is suitable for majors, non-majors and newcomers to philosophy. There are no prerequisites. What is required is a willingness to patiently read and digest some rather dense philosophical material, to be prepared to defend your views with reasons and arguments, and to respectfully engage the views and arguments others offer.

Assessment: The final grade shall be calculated from short writing assignments, in-class quizzes, a midterm examination and a medium length (5-7 page) final paper. Writing credit is available for this course.

**TEXT: Course Reader**

**PHIL 242A Medical Ethics Schellenberg MW 8:00-9:20 5cr**

This course will cover several of the main areas in bioethics, including issues in euthanasia, medical enhancement and justice in health care delivery. There will be a special emphasis in clinical ethics, including discussion of the clinician-patient relationship, worries about paternalism, and the advisability of pursuit of informed consent. We will rely on in-depth case analysis to develop our understanding of these issues.

**TEXT:** *Ethical Issues in Modern Medicine*, Steinbock, Arras, London

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**PHIL 320A Ancient Philosophy Weller MWF 2:00-3:20 5 cr**

Survey of Ancient Greek Philosophy from the Pre-Socratics through Aristotle. Metaphysics, theory of knowledge, theory of mind, ethics, and political theory will be covered.

**TEXT:** *Readings in Ancient Greek Philosophy*, Cohen, Curd, Reeve.

**PHIL 322A History of Modern Philosophy Clatterbaugh TTh 11:30-1:20 5 cr**

Examination of metaphysical and epistemological problems from the works of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Students will become familiar with certain central notions in the works of these philosophers, especially, the notions of knowledge, causation, substance, and space/time.

**TEXTS:** *Reading in Modern Philosophy: Descartes, Spinoza, Leibniz and Associated Texts*, Ariew; *Readings in Modern Philosophy, Locke, Berkeley, Hume and Associated Texts*, Ariew

**PHIL 342A History of Modern Ethics Remow TTh 6:30-8:20 5 cr**

We will study the development of modern ethical philosophy from Montaigne through Kant. Among the questions we will consider are: What is the source of value? What is the role of self-interest in ethics and how do we define it? What role does knowledge play in ethical action? Are humans naturally social or not? We will start with selections from Montaigne and consider the influence of skepticism and the new sciences on ethics. Then we will examine texts from four distinct schools of thought: 1) natural law theorists; 2) the rationalists; 3) epicureans and egoists; and 4) those who advocate autonomy as the basis of value, culminating in the work of Kant.

**TEXT:** *Moral Philosophy from Montaigne to Kant*, Schneewind

**PHIL 345A Moral Issues of Life and Death Mazner MW 6:30-8:50 5 cr**

In this course we will explore the issue of the extent to which we have moral obligations to others. In the face of immense global poverty as well as tremendous environmental problems, those of us living in affluent countries might well ask just how much we ought to be doing to alleviate some of these problems. In our exploration of this issue we will work through some of the theoretical literature on the question of the demandingness of ethical theories. We will also carefully examine the specific question of obligations to those suffering from global famine and obligations to non-human animals.

**TEXT:** *Writings on an Ethical Life*, Singer; *How to be Good*, Hornby

**PHIL 346A Personal Values of Human Good Coburn TTh 4:00-5:20 3 cr**

This course will focus on a number of topics that are plausibly relevant to the question of what a good human life involves. Among those that will be explored are topics that fall under such headings as: (1) The happy life and the meaningful life, (2) Loving well and loving badly, (3) Self-respect and self-esteem, (4) The benefits and costs of forming beliefs rationally (and what that involves), (5) Being an autonomous, or self-directing, agent, (6) The place of self-interest vs. the interests of others in a good life, and (7) The importance ( or unimportance) of spirituality in a good life. There will be several short exams during the quarter and a comprehensive final. In addition, each registered student will be a member of a group that makes a class presentation on one of the topics covered in the course. There are no prerequisites, but one or two previous courses in philosophy, including Philosophy 100 or its equivalent, is very desirable background. The readings for the course will be on E-reserve. They will include selections from the writings of R. Kraut, S. Wolf, G. Taylor, T. Hill, A. Donagan, R. Nozick, G. Watson, C. McGinn, J. Feinberg, W. James, L. Tolstoy, and D. Wallace.

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**PHIL 356 Introduction to Metaphysics Conroy MWF 2:00-3:20 5cr**

Metaphysics is the conceptual investigation of questions concerning the nature of reality. This course is an introduction to a number of central issues in analytic metaphysics, including the following: What makes it the case that you are the same person today that you were on your third birthday? Is freedom of the will compatible with the universe being completely deterministic? What kind of thing is a possible world? Do the possible worlds described in Jane Austen's novels actually exist? How can ordinary objects like apples and mailboxes survive change? What is it for such objects to persist over time? Student evaluation will involve weekly directed reading responses, several directed writing assignments, in-class participation, and a final exam. No Freshman. At least one previous course in philosophy other than Phil 120 (logic) strongly recommended.

**TEXT:** *Reading Metaphysics: Selected Texts with Interactive Commentary*, Beebee, Dodd

**PHIL 401A Adv Topics in Phil-Honors Capstone R. Moore TTh 1:30-3:20 5cr**

"The Aesthetics of Natural Environments and Social Obligation" In this course we address an important issue that unites philosophical theory with practical social policy, viz. How should assessments of aesthetic value in relation to natural objects (e.g., landscapes) be given effect in environmental impact statements and other similar social policy determiners? To address this issue, we will consider such questions as: To what extent can aesthetic valuation be "objective"? Can assessment of aesthetic qualities in natural environments be reduced to numerical measurement? What impact, if any, should aesthetic values in the art world have on judgments regarding environmental aesthetics? In making natural aesthetic value determinations, whose perspective should count? How should divergence of viewpoints and dissenting opinion be handled. The class objective will be for students to cooperate in production of a substantial team-produced philosophical policy statement sufficiently fine-grained and sufficiently practice-oriented to be useful to public policy planners and agencies.

**TEXT:** *Nature, Aesthetics, and Environmentalism: From Beauty to Duty* Carlson, Allen, Lintott, eds.  
**Additional Readings:** These will include essays by Allen Carlson, Jay Appleton, Marcia Eaton, Ian Laurie, and others.

**PHIL 401B Adv Topics in Philosophy Baker TTh 11:00-12:20 3cr**

"Free Will and Moral Responsibility" In this course, we will study two closely related topics: free will and moral responsibility. It is very hard to do justice to either topic without understanding the other. We will start with readings focusing on the free will debate, and by the time we move on to the readings focusing on moral responsibility, it will become clear that one of the most important questions in this area is whether moral responsibility requires free will (in any of its different conceptions).

**NO TEXT**

**PHIL 411/MHE 474A Justice in Healthcare Jecker TTh 12:00-2:20 5 cr**

This course examines the ethical problem of allocating scarce health care resources. Our emphasis throughout is on fundamental principles of justice that support alternative health policies. Among the topics we explore are the ethical basis for a right to health care, alternative approaches to rationing health care, and strategies for reforming the nation's health care system.

**TEXT:** Journal articles from the course website.

**PHIL 416A/ENVIR 416A Ethics and Climate Change Gardiner TTh 1:30-3:20 5 cr**

Several politicians and scientists have said that climate change is the most important international problem facing the world today. This course will investigate many of the philosophical issues relevant to this problem. Such issues include: What is scientific uncertainty, and how should we behave when confronted with problems that are uncertain in this way? What can economic analysis tell us (and not

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tell us) about problems with a long time horizon, such as climate change? Is climate change a commons problem? If so, what kind? What would constitute a just allocation of the burdens of climate change? Can our pollution harm future generations when their very existence might depend on our decision to pollute? What are we individually required to do about global and intergenerational problems of this sort?

**TEXT:** *Six Degrees*, Lynas; *The Ethics of Climate Change, Right and Wrong in a Warming World*, Garvey

**PHIL 431A Philosophy of Plato**                      **Roberts**                      **TTh 11:30-12:50**                      **3cr**

We will focus on the dialogues on friendship and love, the **Lysis**, **Symposium**, and **Phaedrus**, with occasional forays into others where relevant. Undergraduates will be required to write two short (5-6 page) papers and take a final. Grad students will write term papers instead. Undergrads ought to have taken at least one previous course in ancient philosophy.

**TEXT:** *Plato: Complete Works*, Cooper, Hutchinson

**PHIL 450A Epistemology**                      **Bon Jour**                      **TTh 10:30-12:20**                      **5cr**

This will examine some of the central issues of epistemology, focusing on relatively recent discussions. Topics will include: foundationalism and the alternatives to foundationalism; the concept of knowledge and the Gettier problem; internalist vs. externalist theories of epistemic justification; virtue epistemology; a priori knowledge vs. naturalized epistemology; contextualist accounts of knowledge; and (time permitting) testimony and memory. Midterm and final exams, plus several short papers (or an optional term paper).

**TEXT:** *Epistemology*, Sosa, Kim, Fantl, McGrath, eds.

**PHIL 470A Intermediate Logic**                      **Keyt**                      **MWF 9:00-10:20**                      **5cr**

In this course we study a logistic system rich enough for the formalization of a large portion of mathematics: the first-order predicate calculus with identity and function symbols. We will prove, among other things, that the system is consistent, sound, and complete. To understand these metatheorems we need to be conversant with a whole raft of logical concepts beginning with the fundamental concepts of derivability and logical consequence. To prove the metatheorems we need to understand the concept of a metaproof and how such proofs are constructed. This requires in turn knowledge of mathematical induction. Many of our definitions and metaproofs use the concepts of set theory. So we will need to discuss Russell's paradox (which must be evaded if one is to have any set theory at all), review the basic concepts of set theory, study some of the basic strategies of set theory (such as proof by diagonalization), and prove a few of the classical theorems about plain, or unordered, infinite sets. All of this leads eventually to a study of formal theories. At the end of the course we will discuss the concepts relating to formal theories, analyze several formal theories including formal number theory, and come within sight of Gödel's first incompleteness theorem. (We will be able to understand it, though not to prove it completely.)

**TEXT:** *Elementary Logic*, Mates

**PHIL 481A Philosophy of Biology**                      **Hankinson Nelson**                      **TTh 1:30-3:20**                      **5cr**

Philosophy of Biology, focuses on recent research in the philosophy and history of biology, two of the more dynamic areas in the philosophy of science. This quarter, PHIL 481 focuses on evolutionary biology and, in particular, on conceptual issues that are a matter of interest or concern (and, in some cases, debate) among both biologists and philosophers of biology. These include the notions of "adaptation," "fitness," the strength and ubiquitousness of "natural selection" as a mechanism, and others.

**TEXT:** *Conceptual Issues in Evolutionary Biology*, Sober, ed. (\*3<sup>rd</sup> edition – it matters)

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**PHIL 482A Philosophy of Physical Science Fine TTh 12:30-2:20 5cr**

Conceptual problems of the quantum theory. Problem areas: entanglement, Bell's theorem, decoherence, realism, determinism, quantum logic. Interpretations: Copenhagen, many worlds (minds), hidden variables, collapse. Paradigm situations: double slit and Einstein-Podolsky-Rosen experiments. **TEXT:** *The Shaky Game: Einstein, Realism and the Quantum Theory*, Fine

**PHIL 505A Seminar in Teaching Phil Baker/Mazner TBA 1cr. Max 10**  
**Previous Course Description**

First quarter: seminar on topics of importance to a graduate student teaching two quiz sections of a large lecture course. Second quarter: focus on helping student prepare to teach own course. Prerequisite: graduate standing in philosophy.

**PHIL 540A Seminar in Ethics Smith Th 3:30-5:50 5cr**

T. M. Scanlon's 1998 book, *What We Owe to Each Other*, is widely regarded as one of the most important works of moral philosophy to appear in several decades. In it, Scanlon addresses a number of the most significant issues in philosophical ethics, including: the nature of reasons and the relation between reasons and values; the priority and importance of morality vis-à-vis other values; contractualism as a distinctive foundational theory of ethics; and the nature and grounds of moral responsibility. In his recent book, *Moral Dimensions: Permissibility, Meaning, Blame*, Scanlon explores the relation between questions of permissibility and questions of blameworthiness, arguing that the permissibility of an action generally does not depend upon an agent's reasons for acting, but that its "meaning" does. Blame, he argues, is a response to an action's meaning, not its permissibility. This seminar will begin with a close reading of several chapters of Scanlon's first book, and then will turn to his more recent work on permissibility and blame. We will also look at some important challenges that have been raised to various aspects of his account. Students will be asked to write several short position papers and a final term paper, and may be asked to give a class presentation.

Philosophy graduate students only (undergraduates and non-philosophy graduate students by permission). Undergraduates should have at least one 400-level course in ethics. "W" Course.

**TEXTS:** *What We Owe to Each Other*; Scanlon; *Moral Dimensions: Permissibility, Meaning, Blame*, Scanlon; e-reserves

**PHIL 560A Seminar in Philosophy of Science Woody M 3:30-5:20 5cr**

"Relations between theories and disciplines" This seminar will explore a cluster of issues concerning inter-theoretic relations that have a long history within philosophy of science. We will begin with classic readings concerning theory reduction, most notably Nagel's account and responses to it. We will then consider arguments against reductionistic perspectives in science as well as more modern incarnations of reduction built upon the concept of supervenience. Finally, we will turn to a wider range of related issues concerning the unity or disunity of science and positions such as pluralism. Course requirements will include multiple class presentations and a substantial term paper. Readings will include work by Nagel, Putnam, Kim, Feyerabend, Cartwright, Dupre, Kitcher, Glymour, and Batterman.

**NO TEXT**

**PHIL 566A Seminar in Phil of Social Science Lee W 3:30-5:20 5cr**

Social scientific explanations are distinctive from explanations in the natural sciences, in part, because they are couched in narratives invoking actors' reasons for action. As such, theorists in the social sciences face epistemic and metaphysical questions about: how we can infer actors' reasons; how their

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reasons can also serve as causes; the degree to which such causal explanations are “scientific”; and, whether attributed beliefs and desires really exist or merely serve as instrumental posits employed to achieve empirically adequate theories. In the first half of this course, we will evaluate these classic questions as they arise, more specifically, in the philosophy of psychology. In the second half of the course, we will explore contemporary debates that arise from the attempt to connect our lay folk psychological theories to scientific ones.

**TEXT:** *Philosophy of Psychology: Contemporary Readings*, Bermúdez

## **PROGRAM ON VALUES**

**VALUES 511 Ethics Matters Schellenberg M 3:30-5:20 5cr**

This course aims to introduce graduate and professional students from a wide range of backgrounds to some common moral questions and to provide a basic philosophical framework for thinking about related issues that arise within their own disciplines or fields. Topics may include moral status, autonomy, respect, integrity, trust, responsibility and forgiveness. Students will submit weekly critical reading questions, complete an argument outline and present it to the class one week, produce a paper proposal and annotated bibliography, and write a term paper with a required and graded draft.

**TEXT:** On-Line Readings

**HPS 400 Capstone “Representation in Science” Fine/Werrett Th 2:30-4:20 5cr**

Science represents natural phenomena in many different ways: narratives, theories, abstract models, scale models, pictures, graphs, simulations, and so on. We will look at some of the issues surrounding representation from the perspectives of history, philosophy and sociology of science, including the boundary between representation in science and the arts.

**TEXTS:** *Scientific Representation: Paradoxes of Perspective*, van Fraassen; *Picturing Science, Producing Art*, Jones, Galison