

AUTUMN '08 COURSE DESCRIPTIONS**University of Washington****Department of Philosophy****PHIL 100A Introduction to Philosophy Baker T Th 10:00-11:20 5cr**

This course will introduce the student to philosophical thinking by considering three of the most central and important philosophical problems: (1) Can I have knowledge of an objective world or is my knowledge confined to my own subjective experience? (2) How is my conscious mind related to my physical body? (3) Am I truly free? We will investigate these questions by considering the views and arguments of many philosophers, both historical and contemporary, including Descartes, Berkeley, Locke, Fodor, Wolf, and many others.

TEXTS: *Philosophical Problems: An Annotated Anthology*, BonJour, Baker, eds.

PHIL 102A Moral Reasoning Mazner T Th 6:00-7:50 5cr

In this course, we will investigate a number of controversial moral issues from a philosophical perspective. The goals of the course are three-fold: (1) to introduce students to the fundamentals of philosophical thinking, (2) to familiarize students with several basic ethical theories, and (3) to engage students in critical reflection about a number of contemporary moral problems, including (but not necessarily limited to) euthanasia, capital punishment, terrorism and civil liberties, and abortion.

TEXT: *Analyzing Moral Issues*, 4th Edition, Boss, ed.

PHIL 102B Moral Reasoning Benchimol MW 6:00-7:50 5cr

Philosophical consideration of some of the main moral problems of modern society and civilization, such as abortion, euthanasia, war, and capital punishment.

TEXT: *Disputed Moral Issues*, Timmons

PHIL 115A Practical Reasoning Clifton Daily 12:30-1:20 5cr

This course focuses on argumentation—how to identify an argument, how to evaluate an argument, how to construct a good argument. By looking at deductive, inductive, scientific, and moral reasoning we will get clear on what underlies good argumentation. We will also read contemporary and classical essays in order to apply what we have learned along the way.

TEXT: *Critical Thinking: An Introduction to the Basic Skills*, Hughes and Lavery

PHIL 120A Introduction to Logic Weller MWF 11:30-12:20 5cr

The aim of this course is that you become acquainted with, and learn to manipulate, a formal system of deduction and acquire some proficiency in the techniques of formally symbolizing and evaluating deductive arguments. The course covers both propositional and quantificational logic.

TEXTS: *Beginning Logic*, Lemmon. Lecture notes will be available through E-reserve

PHIL 120B Introduction to Logic Ricci Daily 2:30-3:20 5cr

This course is an introduction to formal deductive systems and their applications. It will feature formalized deductions in sentential and quantified predicate systems; truth tables of the sentential system and finite models of the quantified system; translations from colloquial English to formal syntax. Suitable for nonmajors. Course requires weekly homeworks, quizzes, and a sense of humor.

TEXT: *Logic: Techniques of Formal Reasoning*, Kalish, Montague and Mar

7/22/2008

PHIL 199A New Majors Seminar Gardiner MF 12:30-1:20 2cr

This course was created so that incoming students could learn more about the program in philosophy and so that students could make more intelligent decisions as to whether to pursue a degree in philosophy and, if so, how to best pursue that degree. The course will introduce students to individual faculty members, areas of study in philosophy, undergraduate organizations and resources, and special programs. Some time will be spent on how the skills acquired in the study of philosophy may translate into useful skills in professions outside of academia. Class participation is required. There will also be a few short writing assignments.

TEXT: *Cambridge Dictionary of Philosophy*, Audi, ed.

PHIL 240A Introduction to Ethics Roberts MWF 10:30-11:20 5cr

This course will be an introduction to moral theory. We will read classic works and contemporary discussions in considering such questions as : Is there any reason to be moral? How does one tell what the right thing to do is? What kind of person should I be? There will be two tests and a final exam and occasional written homework assignments.

TEXTS: *The Classical Utilitarians*: Bethan, Mill; Troyer, *Grounding for the Metaphysics of Morals and On the Supposed Right to Lie from Philanthropic Motives*, Kant, Ellington; trans.; *Leviathan*, Hobbes; *The Practice of Virtue*, Welchman, ed.

PHIL 241A Topics in Ethics Fischer Daily 2:30-3:20 5cr

“Pride and Self-Respect” Pride and self-respect (along with a cluster of related concepts such as dignity, self-esteem, and self-love) figure centrally in ethical life. In this class we will critically evaluate some of the many philosophical works that discuss these notions: works by classic authors like Aristotle, Augustine, Hume, Kant and Nietzsche, as well as by contemporary philosophers and psychologists. Two goals of the course will be for the student to understand both the relations between these different ideas, and the different (and sometimes opposed) perspectives one might take towards them.

TEXT: *Dignity, Character and Self-Respect*, Dillon

PHIL 267A Intro to Philosophy of Religion Clatterbaugh MWF 1:30-2:20 5cr

There are a number of problems in philosophy of religion that have been discussed for centuries in western religion and philosophy, some such as the argument from design have taken on new versions in the twenty first century. Many of these issues have been a focus for discussion in western analytic philosophy. They include: the nature of God, the argument from design, the cosmological argument, the ontological argument, miracles, the nature and value of religious experience, and the argument from evil. This course will examine several of these topics in some detail from the standpoint of analytic philosophy. The course is not a study of comparative religion although it examines these issues in the context of the religions of Abraham, namely, Judaism, Christianity, and Islam. The course will introduce the student to philosophical thinking and writing.

Students will be expected to write a midterm and final as well as some short one page papers on assigned topics.

TEXTS: *A Thinker's Guide to the Philosophy of Religion*, Stairs, Bernard; *Philosophy of Religion, An Anthology*, Pojman, ed.

PHIL 314A Intro to Criminal Law Remow MW 9:00-10:20 5cr

Examination of philosophical theories regarding criminal habits and punishment and the philosophical problems connected with specific topics in criminal law. Examines proper subject matter of criminal

7/22/2008

law (drug use, pornography, euthanasia); limits of criminal sanctions; crime and privilege (corporate crime, white-collar crime, blackmail); justifications for punishment; mercy; and execution.

NO TEXT

PHIL 335A Plato's Republic Keyt MW 9:00-10:20 5cr

Plato's *Republic* is the most important and most provocative philosophical work to come down to us from the ancient world and one of the three or four great masterpieces of western philosophy. The conversation in it ranges over almost every area of philosophy: metaphysics, epistemology, philosophy of mind, ethics, political philosophy, philosophy of education, feminism, aesthetics, and philosophy of religion. In spite of its richness and complexity it is one of the most accessible works of ancient philosophy. It is thus an ideal text for study in an upper-division philosophy course. In addition to the entire text of the *Republic*, we will read Homer's *Iliad* for background and Karl Popper's *The Open Society and Its Enemies*, vol. I: *The Spell of Plato* for an important and influential 20th century interpretation. There will be two written exercises each week. **TEXTS:** Plato, *Republic*, Reeve, trans.; Homer, *Iliad*, Fagles, trans.; *Open Society and Its Enemies, Volume 1: The Spell of Plato*, Popper.

PHIL 338A Philosophy of Human Rights Talbott T Th 12:00-1:20 5cr

This course will provide you with a comprehensive introduction to the philosophy of human rights. The course begins with an overview of the main issues in the conceptualization and justification of human rights. The course then considers the following special topics: Should human rights be understood only negatively, as rights not to be coerced, or they include positive rights—that is, rights to be provided with something (e.g., subsistence, health care, or education). Are human rights culturally relative? We will consider the position that human rights reflect "Western values" and do not apply to other societies. We will also consider the potential conflict between women's rights and traditional values; and feminist criticisms of human rights as androcentric. Other questions include: Are there gay and lesbian rights? Are human rights individual rights, or do they also include group rights? We will also discuss the role of the International Criminal Court. There will be a Midterm Exam, a Final Exam, and several short written assignments. Students will have the option of doing service learning with a Seattle-based human rights organization and preparing a service learning report or doing a research paper on a human rights issue. This course qualifies as a core course for the Human Rights Minor. Meets I&S Requirement.

TEXTS: *The Philosophy of Human Rights*, Hayden, *Which Rights Should Be Universal?*, Talbott, (Recommended), A photocopied reader; and articles on electronic reserve.

PHIL 342 History of Modern Ethics Rosenthal MWF 2:00-3:20 5cr

We will study the development of modern ethical philosophy with an emphasis on the seventeenth and eighteenth centuries. 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, ed.

PHIL 346A Personal Values of Human Good Barr T Th 2:30-3:50 5 cr

Broadly speaking, this class is an exploration of the relationship between traits of character and the

7/22/2008

good life. We will briefly cover different theoretical accounts of the virtues and vices, the role these notions play in modern ethical theory, and some common accounts of what the good of a life consists in. We will then examine in depth a recent attempt to show our possession of the canonical vices systematically undermines our attempts to live well. Although previous coursework in philosophy is not required, it is strongly recommended.

TEXT: *Deadly Vices*, Taylor

PHIL 360A Intro Topics in the Phil of Science Almassi T Th 11:30-1:20 5 cr

“Topics in Space, Time and Motion” This course is a survey of central issues in the philosophy of science, including such topics as scientific method, confirmation and falsification, explanation, causation, realism & anti-realism, induction, underdetermination, objectivity, rationality, relativism, and values in science. We will ground our exploration of these things in the history of physics, specifically in explorations of the concepts of space, time, and motion, from the ancient Greeks through today. As such, some familiarity with philosophy and/or physics will be very helpful. Prerequisite: one PHIL course. Recommended: PHIL 120, 160. Throughout students will reading primary and secondary texts, give short presentations, participate in class discussions, respond to readings, and do in-class and take-home directed writing assignments.

TEXTS: *Space from Zeno to Einstein*, Huggett; *Origins of Modern Science, 1300-1800*, Butterfield; *Philosophy of Science: The Central Issues*, Curd, Cover

PHIL 412A/MHE 402 Ethical Theory Jecker T Th 10:30-12:50 5cr

This course introduces students to some of the most influential ethical theories to date and examines the source and ground of their influence. Among the theories we discuss are classical and contemporary utilitarianism, perfectionism, and Kantian ethics. In the course of studying these theories, we raise and critically discuss the following questions. How do we avoid the conclusion that ethical standards are just a matter of cultural or individual opinion? Is it always morally preferable to perform whatever action produces the best consequences? What reason can anybody have for being moral rather than just giving the appearance of being moral when that serves one's own purposes?

TEXTS: Readings will be from historically prominent philosophers, such as Bentham, Mill, Nietzsche, and Kant, as well as contemporary authors.

PHIL 426A Twentieth Century Phil Weller MWF 2:00-3:20 5cr

The focus of this course is the response on the part of three authors, Wittgenstein, Quine, and Sellars to the positivism of the early twentieth century. After a brief look at some representative logical positivists we'll have a go at Wittgenstein. The idea is to get a grip on his non-systematic anti-positivist insights and arguments and see what becomes of them in two system builders, Quine and Sellars, who ignore his therapeutic conception of philosophy. While these authors touch on practically every topic in metaphysics, epistemology, logic, and philosophy of mind, we will be somewhat selective and concentrate on Quine's naturalist approach to meaning, mind, and justification and Sellars's neo-Kantian approach to the same. Of Quine and Sellars we'll read at least “Two Dogmas of Empiricism”, “On What There Is”, and “Empiricism And The Philosophy of Mind.”

TEXTS: Readings will be determined

PHIL 433A Philosophy of Aristotle Keyt T Th 9:00-10:20 3cr

This course will be devoted to Aristotle's *Nicomachean Ethics* and *Politics*, which we will study as two halves of an integrated whole. Students should be warned that Aristotle does not have the literary gifts of Plato; be prepared for some hard slogging. There will at the minimum be one short paper

7/22/2008

(usually no more than 250 words) each week. Prerequisite: at least one upper division course in ancient philosophy. Entry code only.

TEXTS: Aristotle, *Politics*, Reeve, trans; Aristotle, *The Nicomachean Ethics*, Ross, trans. Aristotle, *Politics: Books V and VI*, Keyt, trans.

PHIL 445A Philosophy of Art R. Moore MWF 2:00-3:20 5cr

This course is a general introduction to the full range of philosophical problems and issues connected with art, artistic creativity, and aesthetic experience. Some attention will be focused on the long-standing controversy over the role of the arts in society, weighting evidence favoring creative autonomy against that favoring social control over artistic endeavor. We will examine representative theories as to the nature and purposes of art advanced by Plato, Kant, Tolstoy, Bell, Dickie, and various others. We will also consider the philosophical implications of certain non-philosophical materials such as art preservation statutes, museum policies, and case law regarding the rights of artists. Among the topics considered: Can art make people better; if so, in what ways? Can it corrupt? Should utilitarian considerations guide social regulations of public arts? So artworks have rights, perhaps in addition to rights enjoyed by their creators? What guidelines are philosophically fitting for the aesthetic education of the young?

TEXTS: *Puzzles About Art*, Battin, Fisher, Moore, Silvers, eds.; *The Philosophy of Art*, Neil and Ridley

PHIL 453A Philosophy of Language Cohen T Th 1:30-3:20 5cr

This course will introduce students to the philosophy of language through a survey of some of the most influential papers that have been written during the past 115 years, from Frege (1892) to the present. We will cover as many of the following topics as time permits: Frege's theory of sense and reference, Russell's theory of descriptions and its critics, direct reference theories, indexicality, referential opacity, propositional attitudes, meaning and speech-acts. We will read articles by Frege, Russell, Strawson, Donnellan, Kripke, Putnam, Kaplan, Quine, and Grice (among others). While intended primarily for graduate students in philosophy and advanced undergraduate majors, the course is open to others with a suitable background in philosophy, including at least one upper division course. I will also presuppose a working knowledge of elementary symbolic logic (equivalent to PHIL 120) or the willingness to learn it quickly unaided. Meets I&S or VLPA requirement and Optional W Course Requirement. Grades will be determined by a mid-term exam and a final project. The final project will be either a term paper (10-12 pages) or a take-home examination. Graduate students must choose the term paper option. Those undergraduates taking the course for optional W (writing) credit must choose the term paper option and must submit a preliminary draft or outline of the paper by the seventh week of the quarter.

TEXT: *The Philosophy of Language*, Martinich

PHIL 459A/MHE 440A Philosophy of Medicine Schellenberg MW 12:00-2:20 5cr

This course will explore a range of philosophical issues in medicine, primarily but not exclusively concerned with metaphysics (e.g. definitions of disease) and epistemology (e.g. challenges in diagnosis). The course will be reading and writing intensive. Students are STRONGLY recommended to have taken at least 2 previous philosophy courses. Offered: jointly with MHE 440.

TEXT: *The Spirit Catches You and You Fall Down*, Fadiman; *Better Than Well: American Medicine Meets the American Dream*, Elliott

Electronic Reading: *Better than Well: American Medicine Meets the American Dream*, Elliott

7/22/2008

PHIL 463A Philosophy of Mind Lee T Th 11:30-1:20 5cr

This course will focus on the challenges faced in undertaking a science of consciousness that aims to integrate two seemingly immiscible domains of evidence: first-personal subjective experiences on the one hand, and third-personal data about behavior and brain processes on the other. We will consider the epistemic and explanatory gaps that seem to exist between these domains/levels; evaluate how these gaps challenge or support major reductive, eliminative, and non-reductive materialist theories of mind; and, contextualize how the philosophy of mind's understanding of what would constitute an "explanation" for first-personal experiences has framed debates between competing theories of mind and mental content.

TEXT: The Philosophy of Mind: Classical Problems/Contemporary Issues, Beakley, Ludlow

PHIL 500A Proseminar in Philosophy Woody T 3:30-5:20 5 cr

This course is designed for graduate students who have completed the masters papers process and are beginning work on the dissertation. Typically, students will take the proseminar during their third year of graduate study. The focus of the seminar will be development of a dissertation project, forming of the dissertation committee, and working toward conference presentation and publication of research.

NO TEXT

PHIL 520A Seminar in Ancient Philosophy Roberts M 3:30-5:20 5cr

This seminar will be devoted to Aristotle's account of virtue, and in particular to the role of the emotions in the acquisition and maintenance of virtue. Hence we will read parts of the Rhetoric and the Poetics in addition to parts of the Nicomachean Ethics and the Eudemian Ethics.

TEXTS: Readings to be determined

PHIL 550 Seminar Epistemology Talbott W 3:30-5:20 5cr

Epistemology is often approached solipsistically. For example, I know that I exist, but what reason do I have to believe that anyone else exists or even that an external world exists? The usual presumption of this question is that whatever those reasons might be, they cannot presuppose that others exist or that an external world exists.

Especially since Wittgenstein's *Philosophical Investigations*, these solipsistic presuppositions of epistemology have been challenged by developments in what is called *social epistemology*. The seminar will focus on various different challenges to solipsistic epistemology that have been raised by social epistemologists, including:

Are at least some fundamental reasons themselves social? For example, it has been argued that testimony is a source of fundamental reasons—that is, reasons that don't have to be validated by any other source (where testimony is understood broadly to include all communication). Even more radically, could the lack of testimony itself be a reason for belief? For example, belief in the validity of Wiles's second proof of Fermat's Last Theorem seems to be supported, at least in part, by the fact that it was published several years ago and no mathematician has claimed to find a flaw with it (unlike what happened when he published his first "proof").

Is some knowledge social rather than individual? We will explore various senses in which it can be said that a group has knowledge and explore many different arenas in which it seems that the group's opinion is more reliable than opinions of any of the members of the group. For example, in the 2004 presidential election, the most established political prediction market predicted the final vote more accurately than any pre-election poll and correctly predicted the winner of the popular vote in all 50 states.

Finally, we will consider whether evolutionary and cultural selection might favor group rationality and whether group rationality might be enhanced by individual irrationality. Perhaps the social process of

7/22/2008

growth in knowledge benefits from diversity of opinion, so that what seem to be irrational epistemic practices, such as jumping to conclusions, generalizing on the basis of small samples, or continuing to defend a view even when it seems hopeless turn out to play a positive role in the growth of knowledge. Combining all three of these challenges, it might be claimed that most of our knowledge is not due to our individualistic epistemic virtues, but to the way that our epistemic vices play a role in the social generation of knowledge, which then comes to us via testimony. These are the kinds of issues that the seminar will address.

Students will write weekly responses to the readings, will make a seminar presentation and a 5-page paper based on the presentation, and will write a term paper.

TEXTS: There are two texts: James Surowiecki, *The Wisdom of Crowds*, and Jennifer Lackey, *Learning from Words: Testimony as a Source of Knowledge*. You are required to purchase the Surowiecki text. The Lackey text is available from Oxford Scholarship Online (to which the UW Library has a subscription), so you have a choice of purchasing the text or accessing it online. In addition, there will be numerous article on electronic reserve.

PHIL 556A Seminar in Metaphysics BonJour Th 3:30-5:50 5cr

Program on Values

VALUES 512A "Justice Matters A. Moore T 5:30-7:20 5cr