PHIL 2300-001 Beginning Philosophy 09:00-10:50 MWF ENG/PHIL 164

PHIL 2300-002 Beginning Philosophy 10:00-10:50 MWF ENG/PHIL 164

Staff

This is a general introduction to philosophy, designed to acquaint students with certain significant problems as they are considered by major philosophical figures. These are not esoteric questions but instead ones central to ordinary human experience. Students will be encouraged to formulate and defend their own answers to these questions, using the concepts and methods of inquiry introduced in the course. This process will help improve students’ abilities to think more critically and to communicate with greater clarity and precision.

PHIL 2300-003 Beginning Philosophy 11:00-12:20 TR MCOM 353

 OLD BA Bldg

This is a general introduction to philosophy, designed to acquaint students with certain significant problems as they are considered by major philosophical figures. These are not esoteric questions but instead ones central to ordinary human experience. Students will be encouraged to formulate and defend their own answers to these questions, using the concepts and methods of inquiry introduced in the course. This process will help improve students’ abilities to think more critically and to communicate with greater clarity and precision.

PHIL 2300-004 Beginning Philosophy 12:30-1:50 TR ENG/PHIL 160

Dr. Anna Christina Ribeiro

This is a general introduction to philosophy, designed to acquaint students with certain significant problems as they are considered by major philosophical figures. These are not esoteric questions but instead ones central to ordinary human experience. Students will be encouraged to formulate and defend their own answers to these questions, using the concepts and methods of inquiry introduced in the course. This process will help improve students’ abilities to think more critically and to communicate with greater clarity and precision.

PHIL 2300-005 Beginning Philosophy 2:00-3:20 TR ENG/PHIL 160

Dr. Francesca diPoppa

This class will offer an overview of important questions and topics addressed in ancient and contemporary philosophical debates. Some of these questions are: what is the nature of knowledge? What is right and wrong, and how can we know? Is there a proof for the existence of God? What is a just society? What is a meaningful life? Readings include Plato, Aristotle, Descartes, Hume and contemporary philosophers such as Armstrong, Nagel, Frankfurt and others.

PHIL 2310-001 Logic 9:00-9:50 MWF ENG/PHIL 160

PHIL 2310-003 Logic 11:00-11:50 MWF ENG/PHIL 164

Staff

Development of formal methods for evaluating deductive reasoning. Additional topics may include uses of language, definition, nondeductive inference. Satisfies the Core Curriculum mathematics requirement. (in conjunction with a mathematics course).

PHIL 2310-002 Logic 11:00-2:20TR ENG/PHIL 160

Dr. Christopher Hom

A central aspect of cogent reasoning is the ability to form good arguments.  Logic is the formal representation of arguments, so mastering logic is essential for good critical thinking.  In this course, we will investigate the logical form of sentences and the deductive relations that hold between them, thus giving us deeper insight into the notion of a conclusion. The course will present three logical systems, each in increasing expressive power: sentential logic, monadic quantificational logic, and polyadic quantificational logic. For each system, we will closely examine the syntax of the language, its relation to English language, its particular semantic features, and the general semantic properties of satisfiability, validity and implication. Note: succeeding in this course will make you significantly smarter.

PHIL 2310-004 Logic 10:00-10:50 MWF ENG/PHIL TBA

Dr. Dustin Tucker

This course is an introduction to formal logic focused on two artificial languages, propositional logic and first-order logic. Studying these languages (and translating sentences of natural language--sentences of English--into them), we will develop some tools to help us understand and evaluate arguments built up out of ordinary English sentences. We will also develop a better understanding of important philosophical concepts, such as truth and meaning. Overall, we will learn to use mathematical and logical reasoning to evaluate the validity of an argument. Assessment will be by exams and homework, which will require you to apply various tools and techniques in making such evaluations.

PHIL 2320-001 Intro to Ethics 9:00-9:50 MWF ENG/PHIL 163

How should we live? What is a good life? Ought I to forgo my own interests for the interests of another? Is it sometimes permissible to kill innocent human beings? Is it permissible to kill animals for food? Ethical philosophy attempts to answer these sorts of questions through reason and reflection. Within current ethical philosophy, there are three major schools of thought on how these sorts of questions should be answered: utilitarianism, virtue theory, and deontology. While each of these attempts to shed light on all of these questions merely through reason and reflection, each of them arrives at very different answers to these questions. In this class, we will investigate utilitarianism, deontology, and virtue theory in some detail by closely reading both the founding texts of each of the ethical theories as well as reading some modern re-interpretations and criticisms. In addition, in the last part of the class, we will seek to apply these theories to three test cases: abortion, animal rights, and global poverty. The application to test cases should both shed light on our intuitions about these morally contested issues but also shed light on the ethical theories themselves.

PHIL 2320-005 Intro To Ethics 12:00-12:50 MWF ENG/PHIL TBA

Staff

How should we live? What is a good life? Ought I to forgo my own interests for the interests of another? Is it sometimes permissible to kill innocent human beings? Is it permissible to kill animals for food? Ethical philosophy attempts to answer these sorts of questions through reason and reflection. Within current ethical philosophy, there are three major schools of thought on how these sorts of questions should be answered: utilitarianism, virtue theory, and deontology. While each of these attempts to shed light on all of these questions merely through reason and reflection, each of them arrives at very different answers to these questions. In this class, we will investigate utilitarianism, deontology, and virtue theory in some detail by closely reading both the founding texts of each of the ethical theories as well as reading some modern re-interpretations and criticisms. In addition, in the last part of the class, we will seek to apply these theories to three test cases: abortion, animal rights, and global poverty. The application to test cases should both shed light on our intuitions about these morally contested issues but also shed light on the ethical theories themselves.

PHIL 2320-002 Intro to Ethics 9:30-10:50 TR MCOM LH202

Dr. Howard Curzer Old BA Bldg

Contemporary ethics is dominated by three systems (virtue ethics, utilitarianism, deontology) proposed by three great philosophers (Aristotle, Mill, Kant). Students in this course will come to understand these three moral systems. Students will be able to compare and contrast these three moral systems, weighing their strengths and weaknesses. Students will also apply each of these three moral systems to three contemporary moral problems (abortion, economic justice, marriage).

PHIL 2320-003 Intro to Ethics 10:00-10:50 MWF ENG/PHIL 163

PHIL 2320-004 Intro to Ethics 11:00-11:50 MWF ENG/PHIL 163

Dr. Walter Schaller

This course will be centered on the moral theories of John Stuart Mill and Immanuel Kant. We will read selections from Mill’s two most important books, UTILITARIANISM and ON LIBERTY. We will pay particular attention to Mill’s defense of individuality (and his criticism of social tyranny) in ON LIBERTY and try to figure out how it is consistent with utilitarianism. In the first part of the course, we will discuss the famous “trolley problem” and consider some important theoretical questions about the moral relevance of the distinctions between killing and letting die and between intending and merely foreseeing harm. THIS COURSE FULFILLS THE CORE CURRICULUM HUMANITIES REQUIREMENT.

PHIL 2320-H01 INTRO TO ETHICS ENG/PHIL 264

Dr. Daniel Nathan

**LIMITED TO ENTERING FRESHMEN ENROLLED IN THE HONORS COLLEGE**.  **Introduction to Ethics** Discussion of moral problems and theories of morality. Includes the application of philosophical techniques to issues of contemporary moral concern. Fulfills Core Humanities requirement. (Writing Intensive)

PHIL 3301-001 Classical Greek Philosophy 12:30-1:50 TR ENG/PHIL 163

Dr. Howard Curzer

Many contemporary discussions place justice and care at opposite (or even conflicting) poles of a spectrum. Justice seems to be very much a public, impartial, and dispassionate thing, while care is paradigmatically private, partial, and passionate. The ancient Greek thinkers saw things differently, however.

* The tragedians saw justice growing out of vengeance, vengeance as a response to taboo violations, and taboo violations as the results of care-gone-wrong.
* Unsurprisingly, Socrates found care and justice to be equally, though differently puzzling.
* Plato took care and justice to be alternative pathways to knowledge (one leading beyond knowledge to happiness; the other leading through duty to misery).
* For Aristotle, care and justice were symbiotic. Neither could exist without the other; each was defined in terms of the other.

Overall, this course will present several very different alternatives to the contemporary understanding of the relationship of justice and care.

PHIL 3321-001 Philosophy of Law 11:00-12:20 TR ENG/PHIL 164

Dr. Daniel Nathan

The United States Supreme Court regularly sends down decisions that engage broad popular interest. Court decisions have lately addressed the death penalty, gun control, homosexual rights, and the government’s use of torture and intrusive surveillance techniques.

Each of these decisions has been viewed by the general public as highly controversial, and has generated a broad spectrum of political and personal responses. But popular political views rarely reflect an understanding of the nature of law and legal systems, or a familiarity with the Court’s reasoning in relevant previous cases, or even a superficial acquaintance with philosophically and legally reasonable views of the ideas of justice, privacy, or liberty. This course will try to remedy some of these gaps in understanding, first by studying the nature of law and its relation to morality, then by turning its focus to the nature of justice, privacy, and liberty in specific relation to the legal issues raised by Supreme Court cases during the past several years.

PHIL 4323-001 Aesthetics 3:30-4:50 TR ENG/PHIL 164

Dr. Anna Christina Ribeiro

What counts as art?  What function does art serve, if any?  Do we experience art works differently from other things in the world?  How do we interpret works of art?  Is there such a thing as an "aesthetic" experience?  Are cartoons and video games also art?  We will discuss these and other questions as we consider various art forms and art works, and read texts by major philosophers of art both ancient and contemporary.

PHIL 4331-001 Philosophy of Language 2:00-3:20 TR ENG/PHIL 164

Dr. Christopher Hom

How does language relate to the world? How do we manage to use words to talk about things?

What is the relationship between the words we use and the thoughts that they express? These are the central questions for this course. Along the way, we will explore the concepts of meaning, truth, and belief. We will begin by investigating the work of Frege and Russell on the meaning of proper names. According to them, the relationship between a name and the object it picks out is mediated by descriptive information. The differences between these two competing approaches will be brought out in our discussion of propositions and belief reports. We will go on to examine further implications of direct reference theories for meaning and thought. Other related topics in the course include: truth and meaning, the role of contemporary linguistics, pragmatics and context, metaphor, and pejorative words.

PHIL 4340-001 Metaphysics 9:30-10:50 TR ENG/PHIL TBA

Dr. Jonathan Dorsey

PHIL 4341-001 Great Figures in Philosophy ENG/PHIL 164

Dr. Dustin Tucker

PHIL 5125-001 Intro to Research Ethics 2:00-2:50 F ENG/PHIL 264

Dr. Howard Curzer

This course will introduce future researchers to research ethics. During the first few classes, the instructor will sketch two frameworks for moral reasoning (Consequentialism and Deontology) using a lecture-discussion format. These frameworks will then be applied to several issues, common to many disciplines, that can arise in the course of research. Faculty members from several disciplines will be invited to give guest lectures. Students will be encouraged, though not required to present case studies about which they have particular insight to the rest of the class. The format throughout the bulk of the course will be discussion of research ethics case studies. In each class period, the instructor, guest-lecturer, or student will present the moral issues and complexity of one or more cases, and then lead a discussion about these cases.

PHIL 5310-001 HISTORY OF AESTHETICS 11:00-1220 TR ENG/PHIL 264

Dr. Francesca diPoppa

This class will introduce you to important developments in the history of aesthetics. We will read texts from very different authors investigating the concept of beauty and the nature and role of art. We will read, among others, Plato, Aristotle, Hume, Kant, Nietzsche, Reid, Tolstoy, Hegel, Burke, Vico, and Heidegger.

PHIL 5320-001 Seminar in Ethics 4:30-6:00 PM MW ENG/PHIL TBA

Dr. Jeremy Schwartz

PHIL 5321-001 SOCIAL AND POLITICAL PHIL. 2:00-3:20 MW ENG/PHIL 264

Dr. Walter Schaller

This course will introduce us to contemporary political philosophy through the writings of John Rawls, probably the most important English-language political philosopher of the 20th century. Topics to be covered include: libertarianism (Nozick) vs. perfectionism (Raz) vs political liberalism (Rawls, Larmore) vs. comprehensive liberalism (Mill and Kant), Rawls’s critique of utilitarianism, the status of property rights, the justification of liberty, economic justice, liberal neutrality and public justification, public reason, global justice.

Our focus will be on Rawls (especially POLITICAL LIBERALISM, JUSTICE AS FAIRNESS: A RESTATEMENT, and THE LAW OF PEOPLES), but we will also read both supporters and critics of Rawls (e.g., G.A. Cohen, Richard Arneson, Amartya Sen). As the semester approaches, see my Home Page for further information: <http://webpages.acs.ttu.edu/wschalle/home.htm>

PHIL 5324 PHILOSOPHY OF RELIGION 2:00-3:20 TR ENG/PHIL 264

Dr. Mark Webb

This course is a survey of general philosophical problems that arise in connection with religion. We will begin by asking what we should make of the fact that there are a lot of different religions in the world. Is that reason to think they are all delusions or that they are all getting at the same aspect of reality, or what? Then we will turn to the question of God’s existence. We will consider all the classical theistic arguments for the existence of God, and then the problem of evil as an argument against the existence of God. Finally we will discuss the evidential value, if any, of religious experience.

PHIL 5331-001 Philosophical Psychology 5:00-8:00 T ENG/PHIL 264

Staff

Psychology is the science of the mind. Philosophy of psychology is concerned with the

Presuppositions and implications of that science. In this course, we will examine a

Selection of current issues in the philosophy of psychology.

PHIL 5350-SEMINAR IN TEACHING PHIL. 6:00-8:50 M ENG/PHIL 264

Dr. Daniel Nathan

Theory, practice, and problems of teaching philosophy for beginning instructors. Development of course objectives, syllabi, and teaching techniques. Practical pedagogical and associated philosophical issues. Required of all teaching assistants.