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. This course fulfills the Core Curriculum Humanities requirement.

PHIL 2300-003 Beginning Philosophy 11:00-12:20 TR ENG/PHIL 160

Dr. Francesca di Poppa

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. This course fulfills the Core Curriculum Humanities requirement.

PHIL 2300-004 Beginning Philosophy 02:00-3:20 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. This course fulfills the Core Curriculum Humanities requirement.

PHIL 2310-001 Logic 11:00-11:50 MWF ENG/PHIL 164

PHIL 2310-002 Logic 09:30-10:50 TT ENG/PHIL 160

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 2310-003 Logic 10:00-10:50 MWF ENG/PHIL 150

PHIL 2310-004 Logic 11:00-11:50 MWF ENG/PHIL 160

Staff

This course is an introduction to logic, pre-supposing no prior background in either philosophy or logic. Its aim is to introduce you to the techniques of formal reasoning, and to illustrate how those methods can be used to evaluate everyday cases of ordinary reasoning. Satisfies the Core Curriculum mathematics requirement (in conjunction with a mathematics course).

PHIL 2320-001 Intro to Ethics 9:00-9:50 MWF ENG/PHIL 160

Dr. Jeremy Schwartz

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. This course fulfills the Core Curriculum Humanities requirement.

PHIL 2320-002 Intro to Ethics 10:00-10:50 MWF ENG/PHIL 163

PHIL 2320-003 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 process we will also want to evaluate Mill’s argument for freedom of speech and his criticisms of paternalism, the offense principle, and legal moralism. We will also consider some important theoretical questions about the moral relevance of the distinction between killing and letting die, and between intending and merely foreseeing harm. This course fulfills the Core Curriculum Humanities requirement.

PHIL 2320-004 Intro to Ethics 12:00-12:50 MWF ENG/PHIL 163

Staff

Discussion of problems and theories of morality. Includes the application of philosophical techniques to issues of contemporary moral concern. This course fulfills the Core Curriculum Humanities requirement.

PHIL 2320-005 Intro to Ethics 12:30-1:50 TR

Dr. Howard Curzer

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). This course fulfills the Core Curriculum Humanities requirement.

PHIL 2320-H01 Intro to Ethics 02:00-03:20 TR 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 9:30-10:50 ENG/PHIL 163

Dr. Howard Curzer

The theme of this course will be the development of the concept of **justice** in the bright Athenian morning of western civilization. We begin with the *Oresteia*, a trilogy of plays wherein Aeschylus traces the evolution of the practice of retributive justice from vengeance through divine retribution to trial-by-jury. Next we read the Socratic dialogues, *Apology, Crito,* *Euthyphro*, and *Meno* in which Socrates argues that justice cannot be defined simply as what the gods or the jurors say. In *Republic I* Socrates rejects the idea that justice can be reduced to simple rules such as “Don’t steal.” Socrates links justice with impartiality, and argues that the point of punishment is rehabilitation rather than retribution. Finally, he argues against the popular idea that justice can result from a social contract among self-interested individuals. In *Republic II-IX* Plato presents his own account of justice, how to know it, and how to acquire it. Justice for both people and states turns out to be psychic harmony, an inner peace produced by the rule of reason and acquired by a philosophic education. But wait! There’s more! Aristotle presents a different (better?) account of the virtue of justice in his *Nicomachean Ethics*, and a different (better?) account of the just state in his *Politics*. Aristotle argues that justice in the individual should be understood as a disposition, acquired through a blend of habituation and teaching, to feel and act toward others in moderate ways. He argues that a just state is better understood as a complex friendship network than as an individual writ large. This course fulfills the Core Curriculum Humanities requirement and the Multicultural requirement.

PHIL 3302-001 Asian Philosophy 11:00-11:50 MWF ENG/PHIL 150

Dr. Mark Webb

Until recently, philosophy has been pursued in Asia quite independently of philosophy as pursued in the West. We will be examining major movements in Asian philosophy from three parts of Asia: India, China, and Japan. We will start with dualistic and non-dualistic forms of Hindu philosophy, or *Vedanta*. We will then move on to Buddhism, covering Theravada Buddhism, and then the various Mahayana traditions as they evolved in China. The third main division of the course will cover the native traditions of China, including Confucianism and Taoism, as well as some of the movements that arose as responses to these. Recurring themes will be the nature of ultimate reality, the difference between appearance and reality, the idea of the good life, the requirements for good government, and the role of reason in human life. This course satisfies the University Multicultural requirement, part of the College of Arts and Sciences Humanities requirement, and is also a core course in the Asian Studies program and the Religion Studies program.

HONS 3303-H01 The Science of the Mind 11:00 – 12:20 TR

Dr. Jacob Beck

Cognitive science seeks to understand the mind by integrating findings from such variegated disciplines as philosophy, psychology, neuroscience, linguistics, anthropology, evolutionary biology, and artificial intelligence. Among the core principles guiding cognitive science are that mental processes are typically unconscious and computational; that the mind is a biological organ housed  in the brain and shaped by evolution; and that many mental capacities are modularly implemented and innate. We will examine these core principles and apply them to understand a wide range of phenomena, including perception, language, mental imagery, attention, logical reasoning, mathematical reasoning, morality, intelligence, navigation, and consciousness.  This course fulfills 3 hours of the Core Curriculum Individual or Group Behavior and Honors Seminar requirements.

PHIL 3321 Philosophy of Law 11:00-12:20 TR ENG/PHIL 163

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. This course fulfills the Core Curriculum Humanities requirement.

PHIL 3330-001 Philosophy of Science 2:00-2:50 MWF ENG/PHIL 164

Staff

PHIL 4330-001 Epistemology 02:00-03:20 TR ENG/PHIL 164

Staff

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 5302-001 Studies in Modern Philosophy 3:30-4:50 TR ENG/PHIL 264

Dr. Francesca di Poppa

This course will focus on the questions of epistemology loosely intended in the age from Bacon to Kant (early 17th to late 18th century). At the beginning of the 17th century there was a great enthusiasm for the geometrical method, which philosophers thought would, if properly used, answer all kinds of philosophical questions and solve all philosophical disputes for good. As we know, that did not happen. We will see the dream disintegrate: from the grandiose constructions of Descartes, Spinoza and Leibniz we will move to the caustic criticism of Hume and the solutions offered by Reid and Kant.

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

Dr. Anna Ribeiro

This course is a chronological survey of theories of art from Plato to the early 20th century. Questions to be covered include: How do artworks affect us? Should these effects be controlled? Is the beautiful merely what pleases us? Can there be a standard for judging art? Can there be a hierarchy of the arts? Is there a type of experience or attitude peculiar to our engagement with artworks? Are artworks concrete or abstract objects? What is the purpose of art, if any?

PHIL 5321-001 Social and Political Philosophy 2:00-3:20 MW ENG/PHIL 264

Dr. Walter Schaller

In this course we will study three topics: torture, just war theory, and terrorism.

(1) Is torture ever justified? Would it really be better to allow thousands to die rather than cause temporary pain to one person (the terrorist himself)? But how far are you willing to do? Maybe waterboarding doesn’t seem that bad, but suppose he can withstand innumerable water boardings. Is it OK to use more horrible techniques--scalding, amputation, mutilation, branding, drilling his teeth?

(2) The 30 years since Michael Walzer published JUST AND UNJUST WARS has seen a flourishing of scholarship on just war theory, some of it (primarily by Jeff McMahan) aimed at rejecting some of Walzer’s central claims. McMahan, for example, rejects the Symmetry Thesis (to wit, that unjust combatants have the same moral right to kill just combatants as the latter have to kill the former) and the Independence Thesis (to wit, that the principles of jus in bello are logically independent of the rules of jus ad bellum). We will try to figure out who is right on these questions and many others.

(3) Terrorism is often defined as the intentional targeting of innocents (or noncombatants). Some think terrorism is never morally justified; others think it can be justified in rare instances. I like to discuss this question in terms of Walzer’s idea of a Supreme Emergency. Walzer thinks that Britain was morally justified in bombing German cities (like Hamburg) in 1940-1941–in fire bombing them–-because Britain faced a Supreme Emergency. But those raids directly targeted civilian population centers and thus violated the jus in bello Principle of Discrimination (or Non-combatant Immunity). How could that be justified? Was it? And once we have answered those questions, we can turn to contemporary terrorism and figure out whether it is ever justified.

Walzer’s defense of the Supreme Emergency Exemption appeals to the idea of ‘dirty hands’–the claim that sometimes it is both right and wrong (or, as he says, it is both wrong and a moral duty) to perform an action like intentionally killing innocents. But, as he recognizes, that seems crazy (he calls it paradoxical). Is it? Others have tried to amend Walzer’s idea so that it is not quite so paradoxical (or contradictory), but it is not clear they succeed.

See my Home Page for further information: <http://webpages.acs.ttu.edu/wschalle/home.htm>

PHIL 5350 Seminar in Teaching Philosophy 5:00-7:50 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.

PHIL 5331-001 Philosophical Psychology 5:00-6:20 TT ENG/PHIL 264

Dr. Jacob Beck

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 5341-001 Great Figures in Philosophy: Kant’s ethics 3:30-4:50 MW ENG/PHIL 264

Dr. Jeremy Schwartz

In this class, we will study Kant’s moral philosophy through a close reading of Kant’s *Groundwork of the Metaphysics of Morals.* In order to understand this classic work, we will bring in materials from Kant’s commentators. Always, however, we will be anchored by our primary task of understanding 75 pages of Kant’s writing.