

# PHILOSOPHY

## SPRING 2016 (2161) UNDERGRADUATE COURSE DESCRIPTIONS

### **PHI 101 C: INTRODUCTION TO PHILOSOPHY**

**GOMEZ-MENA**

**MON, WED, & FRI 10:10 AM—11:00 AM**

This course is a basic introduction to philosophy. Over the duration of the semester students will be introduced to mainstream analytic philosophical discourse and problems. The course is divided into 5 sections: 1) Logic and Argument Forms, 2) Philosophy of Religion/Metaphysics, 3) Epistemology, 4) Philosophy of Mind, and 5) Ethics. Each section represents a major area of philosophical discourse. During the semester students will be expected to become familiar with these areas of discourse and to engage in discussions about the philosophical problems encountered in each section. I expect all students to take the material seriously, to come to class ready to participate in discussion, and to be ready to ask meaningful questions regarding the philosophical problems presented in the text. Students should note that although philosophy can be highly intriguing, it is also in its very nature, a far more difficult subject than is commonly anticipated. Students should be aware of this going in to the course. Students will be required to engage in complex reasoning and will be expected to analyze numerous arguments. Often, students will need to suspend their own beliefs in order to properly appraise philosophical arguments, or to consider solutions to various philosophical problems. If you find it difficult to do this, the course might not be for you. In short, the course is designed to sharpen students' reasoning skills. It should be noted that the skills acquired here can prove extremely useful in almost any area of intellectual discourse; especially in legal and scientific disciplines.

### **PHI 200 H: ENVIRONMENTAL ETHICS**

**CORRIGAN**

**MON & WED 3:30 PM—4:45 PM**

This course will cover theoretical and practical issues in the field of environmental ethics. It will explore the relationship between humans and the natural environment, the moral status of the natural world and the non-human entities within it, and how we should address various environmental problems and challenges. Topics to be covered include anthropocentrism vs. non-anthropocentrism, moral obligations to non-human animals, conservation vs. preservation, wilderness, over-population, agriculture and the environment, climate change, human rights and the environment, and sustainable development.

### **PHI 210 R: SYMBOLIC LOGIC**

**LOCKE**

**TUES & THURS 2:00 PM-3:15 PM**

This course will cover sentential logic and monadic predicate logic. We will do this in three parts. The first part of the course will cover sentential logic and proof methods. We will start by introducing a distinction between inductive and deductive arguments, and we will also discuss the difference between sound and valid arguments. After that we will examine the structure of sentential logic, learn how to compute truth values for the operators of sentential logic, and we will learn how to symbolize English sentences using the language of sentential logic. Then we will learn how to construct truth tables, and we will learn how to use them to test sentence forms for consistency and argument forms for validity. In the second part of the course, we will move into various proof methods used in symbolic logic. Finally, in the third part of the course, we will look at predicate logic involving quantifiers and the proof methods used in predicate logic. Throughout the course philosophical questions regarding the relationship between formal logic, natural language, and everyday reasoning will be addressed.

### **PHI 210 C: SYMBOLIC LOGIC**

**LOPEZ**

**MON, WED, & FRI 10:10 AM—11:00 AM**

This course is an introduction to symbolic logic, also known as formal logic. The general objective of this class is to develop the students' ability to recognize and use some common forms of correct logical inference, as well as their ability to recognize and avoid incorrect inferences and logical errors. The first half of the course will be focused in classic propositional logic, also known as sentential logic. The second half of the course will be focused on predicate logic. This part of the course will cover monadic predicate logic, relational predicate logic, and relational predicate logic with identity. In both parts of the course we will study four aspects of the relevant formal systems: (1) their logical grammar, (2) their application to English sentences, (3) their semantics, and (4) their proof methods. No previous knowledge of logic is presupposed or required.

### **PHI 236 S: FEMINIST PHILOSOPHY**

**TZINMAN**

**TUES & THURS · 3:30 PM—4:45 PM**

In this class we will examine a variety of philosophical feminist perspectives on issues like the metaphysics of sex and gender, e.g. what is gender? What is sex? How should we approach these questions? What does it mean to say that one is not born, but becomes, a woman (or man)? We will also discuss questions pertaining to feminist epistemology: does gender influence knowledge or what we can know? Are there alternative theories of knowledge that have been left out of traditional theories of knowledge? What are they and how do they contribute to various debates? In addition, we will cover issues like oppression, the self, as well as applied issues like pornography, plastic surgery and prostitution.

### **PHI 272 E: MODERN PHILOSOPHY**

**CHOMANSKI**

**MON, WED, & FRI 12:20 PM—1:10 PM**

Are you sure the external world exists? How can you know it? How can you know anything? Can we prove that we have immortal souls? That God exists? That material objects exist? What is the best way to find these things out: our senses or our reason? In this course we will carefully explore how those questions were answered by some of the most penetrating thinkers in the history of philosophy: Rene Descartes, Baruch Spinoza, John Locke, George Berkeley, David Hume and Immanuel Kant.

### **PHI 330 T: ETHICS**

**HILPINEN**

**TUES & THURS · 5:00 PM—6:15 PM**

An introduction to the main questions and basic concepts of ethics (moral philosophy). The topics to be discussed include: The nature of morality and moral action. Value-concepts and normative concepts; interests, values, and norms. On the moral justification of actions, rules (norms), and institutions. Practical reasoning. The main ethical theories; consequentialist and deontological theories. Kantian ethics; hypothetical and categorical imperatives. Virtue ethics. Moral conflicts and uncertainty in moral reasoning.

### **PHI 331 P: SOCIAL & POLITICAL PHILOSOPHY**

**EVNINE**

**TUES & THURS · 11:00 AM—12.15 PM**

The main goal of the class will be to familiarize students with a variety of different social and political philosophies, including liberalism, libertarianism, socialism, and communitarianism. Readings will be mostly from recent or contemporary authors. Throughout the class we will pay particular attention to relating the readings to our contemporary social reality. Recurring themes in many of the readings will include gender and the family, history and intergenerational issues, markets, and ideology,

all of which play very large roles in our world.

**PHI 332 O: PHILOSOPHY OF LAW**

**NICKEL/WHITE**

**TUES & THURS · 9:30 AM—10:45 AM**

Philosophy of law attempts to work up a broad understanding of the nature of law; legal practice; the application and interpretation of statutes, constitutions, and case law; and of key legal concepts such as crime, responsibility, duties, and rights. The course begins with a historical introduction to legal philosophy that covers Antigone; Plato's Euthyphro, Apology, and Crito; Aquinas; Hobbes; Locke; and John Austin. The next unit covers Hart, Dworkin, and legal realism. After that we'll pursue some topics in normative jurisprudence such as justifications of punishment and the obligation to obey the law. The course will include guest lectures by a number of faculty members from Miami Law.

**PHI 340 P: THEORY OF KNOWLEDGE**

**CHUDNOFF**

**TUES & THURS · 11:00 AM—12:15 PM**

Works on the theory of knowledge aim to address questions such as these: Can we be certain of anything? Must I be able to prove something before it is rational for me to believe it? How does perception put us into contact with the world around us? In this course we will discuss classic and contemporary readings in philosophy and psychology that address these and other questions. Topics will include: skepticism, rationality, sensory perception, knowledge of other minds, and the grounds of moral reasoning.

**PHI 341 Q: PHILOSOPHY OF LANGUAGE**

**B.BALCERAK-JACKSON**

**TUES & THURS 12:30 PM— 1:45 PM**

"A central feature of human language is that it is meaningful; this is what allows us to use language to record and share information about the world, and to communicate the ideas, thoughts and emotions that make up our otherwise private mental lives. But what is linguistic meaning? One historically influential idea is that linguistic meaning is to be analyzed in terms of truth. In this course we examine some ways of developing this idea, and consider several important philosophical debates to which they have given rise. Along the way we gain an introductory overview of some of the most central concepts and issues in the philosophy of language."

**PHI 343 R: PHILOSOPHY OF SCIENCE**

**ERWIN**

**TUES & THURS 2:00 PM—3:15 PM**

This course deals with epistemological and ontological issues pertaining to the various sciences. The issues include: the ontological status of unobservable entities; science and relativism; science and pseudo-science; inference to the best explanation; Logical Empiricism; the Quine-Duhem problem; models of scientific explanation; the nature of empirical confirmation; and the problem of induction.

**PHI 344 S: PHILOSOPHY OF MIND**

**KRANCBERG**

**TUE & THUR · 3:30 PM —4:45 PM**

This course will be an exploration of the nature of mind and related issues. We will explore Cartesian Dualism, hard behaviorism, the mind-brain identity theory, logical behaviorism, eliminativism, functionalism and embodied cognition. We will also focus on perception, qualia, sub-conscious cognitive processing, altered perceptions, and the possibility of artificial minds. In addition to the text and other support materials, we will be discussing parts of movies with regard to the theme of minds and the possibility of artificial minds (e.g., Bicentennial Man, 2001-A Space Odyssey, Spielberg's Artificial Intelligence, I Robot, Terminator, Blade Runner--to name a few), and we will be looking at some interesting Youtube clips by neuroscientists, including Ramachandran and Oliver Sacks, on retrograde amnesia, synesthesia, conjoined twins (insofar as they possibly share perceptions), blindsight, and other compelling topics relating to mind.

**PHI 344 Y/Y1: PHILOSOPHY OF MIND**

**LESSON**

**ONLINE COURSE**

This course will begin with an introduction to several philosophical theories of the mind. We will begin with mind-body dualism, the view that the mind and body are two distinct things. After discussing the problems with that view, we will then turn to alternatives, including behaviorism, materialism, and functionalism. With an understanding of these theories we will finally turn to provocative debates within philosophy of mind, such as can a computer have thoughts? Is your mind separable from your body? And what is consciousness?

**PHI 345 D: METAPHYSICS**

**CUMPA**

**MON, WED, & FRI · 11:15 AM—12:05 PM**

In this course, we will examine some of the most fundamental problems of metaphysics. We will focus in particular on eleven ontological issues: (1) *The Task of Ontology*: what is ontology about?; (2) *Ontology and Fundamental Physics*: is there a domain of ontology?; (3) *Realism and Nominalism*: are the characteristics of ordinary objects particular or universal?; (4) *Ontology and Naturalism*: are there entities that are not located in space and time?; (5) *Realist and Naturalist Theories of Truthmakers*: what in the world makes truths true?; (6) *Factualism and Substantialism*: is the world a world of states of affairs or substances?; (7) *Lists of Categories and Reduction*: how many categories are there?; (8) *Systems of Categories and Structure*: how categories are related to each other?; (9) *The Problem of Categorial Completeness*: how is the completeness of a system of categories justified?; (10) *The Nature of Existence*: what does it take for something to exist?; and (11) *Nothingness and the Problem of Non-existent Objects*: are there things that do not exist?

**PHI 345 Y/Y1: METAPHYSICS**

**TZINMAN**

**ONLINE COURSE**

This course explores some of the main themes in Metaphysics. After a brief introduction to the discipline, we will discuss topics such as: identity, persistence, personal identity (what are we?), free will, death, God, and the nature of time

**PHI 353 B80/U80: PHILOSOPHY OF FILM**

**BUENO**

**INTERSESSION**

Films raise a number of philosophical issues, ranging from specifying their nature to making sense of their allure. This course develops a framework to examine these issues. In the first part, we will analyze central components of the understanding of films. In particular, we will examine whether film is an art form, discuss that is cinema, analyze the moving image (the shot, cinematic sequencing and narration, as well as the production of affect and emotions), and examine how to evaluate films. In the second part, we will try to understand the power of films. In particular, we will discuss the interaction of vision and the screen, examine the metaphysics of the moving image, and explore the connections between dreams and film. Finally, we will provide an application of the resulting framework by examining the interactions between films and literary imagination.

**PHI 356 J: PHILOSOPHY OF EDUCATION**

**SIEGEL**

**MON & WED · 5:00 PM—6:15 PM**

**PHI 392 R: FOOD ETHICS****M. BALCERAK-JACKSON****TUE & THUR · 2:00 PM —3:15 PM**

In this course we will discuss the ethical questions surrounding a crucial part of our life: food. We will discuss arguments for specific individual food choices, and arguments for employing specific food policies within a society. Is it morally wrong to eat animals and if so what makes it wrong? Is it morally better to eat organic or locally grown food, and if so why? Is there a specific chef's ethics? Is it morally permissible to restrict the foods a fast-food chain can sell, or to restrict the ways a food producer can advertise for their products? Which information about the foods we buy and eat at restaurants are we owed as consumers? And, what if anything do we owe to other people around the world who suffer from hunger and malnutrition? The class will familiarize you with the important background basics in ethics that are needed to discuss the ethics of food, so it does not require any prior knowledge of philosophy. Within the context of talking about food, we will raise some fundamental issues about human well-being, non-human animals, the natural environment, and social justice. But we will also throughout the course keep in touch with particular examples from our daily life and also actually engage with food.

**PHI 510 O: FORMAL LOGIC****B. BALCERAK-JACKSON****TUE & THUR · 9:30 AM —10:45 AM**

"The course will focus on systems of modal logic that are used to represent our reasoning involving the notions of necessity and possibility. We will develop a formal language for making modal statements, and will examine different systems for proving the validity of modal arguments stated in this language. We will learn how to give a (model-theoretic) semantics for this language in terms of the notion of a possible world, and we will establish some of the central meta-theoretic results concerning the soundness and completeness of the different proof systems. We will also examine some extensions of the basic framework, e.g. for representing conditional reasoning or for capturing the logic of context-sensitive expressions like 'I' and 'now'. Throughout the course we will have an eye toward the value of modal logic as a tool for thinking about philosophical issues, such as the problem of vagueness, metaphysical dependence, the logic of knowledge and belief, and the relationship between the necessary and the a priori. (Please note that the course will presuppose a familiarity with first-order quantified predicate logic, although we will begin with a brief review.)"

**PHI 530 Q: ETHICAL THEORY****SLOTE/COKELET****TUE & THUR · 12:30 PM —1:45 PM**

Most contemporary moral philosophers assume that deontic morality, understood as a system of moral *rights, duties, or obligations*, should have some sort of authority in our practical deliberations and practices; they focus their philosophical efforts on giving an account of what deontic morality demands and on defending the assumption that morality is authoritative. But some philosophers – including many associated with the virtue ethics movement – doubt the wisdom of this traditional project which they take to distort both our conception of morality and its place in a well-lived human life. They call on us to reject legalistic, deontic conceptions of morality and to develop non-moralized ways of thought and life. In this course we will study some of the early virtue ethical attacks on deontology and ethical theorizing, examine two of most worked out attempts to develop non-deontic moral theories, and then take an in depth look at some recent neo-Kantian attempts to defend deontic morality. Students will come away with an understanding of the current state of play contemporary normative ethics. This is an advanced course, which focuses on some of the most distinctive work produced in the past couple decades; students without substantive prior exposure to moral philosophy or its history should consult with the instructors prior to enrollment.

**PHI 540 P: EPISTEMOLOGY****M. BALCERAK-JACKSON****TUE & THUR · 11:00 AM —12:15 PM**

In this course we will focus on the cognitive capacity of reasoning and on inferential justification. The course will be organized in four parts: 1. The nature of reasoning: What is reasoning? What distinguishes it from other transitions between mental states? 2. The fundamental epistemology of reasoning: What justifies us in believing the outputs of our reasoning processes? What justifies us in using basic rules of inference? What are the norms of epistemic evaluation for reasoning? Can reasoning ever generate justification? 3. Fringe reasoning: Are there types of subconscious, or non-conceptual, or in some other way non-standard forms of transitions between mental states that we should treat as reasoning? If so, what consequences do these forms of fringe reasoning have for our picture of the nature of reasoning and of inferential justification? 4. Ideal reasoning and bad reasoning: What can we learn about inferential justification by investigating ideal reasoners or models of ideal reasoning? And, can we learn something about inferential justification by looking at certain types of faulty or biased reasoning? The course presupposes some familiarity with epistemology on the level of an introductory course. The course is open to those who have not taken an introduction to epistemology, provided that they are willing to learn the relevant basics before or along with the material discussed in the course. Readings will be made available via Blackboard.

**PHI 541 S: MIND & LANGUAGE****EVNINE****TUE & THUR · 3:30 PM —4:45 PM**

Accounting for linguistic meaning and for the contents of people's mental states have run hand in hand through much recent philosophy. We will examine in detail a number of important works in this tradition, including classics from the philosophy of language (Frege, Russell, Kripke and others) and more recent contributions. We will also look at the field of pragmatics, which deals with the ways in which language is used to convey meaning in addition to the literal meaning of what is said.