

Fall 2010 - CAS Department of Philosophy Undergraduate Courses

<http://www.philosophy.buffalo.edu/courses>

PHI 101 INTRODUCTION TO PHILOSOPHY - Hicks, A

Tu/Th 5:00-6:20pm 103 Clemens [125259](#) JG

This course is a survey of topics in various areas of philosophy. We will examine arguments on different sides of historically significant philosophical issues; it develops critical thought and argument analysis through reading both historical and contemporary texts. Student will also develop expository and argumentative writing skills.

PHI 101 INTRODUCTION TO PHILOSOPHY - [Prof. McGlone](#)

Tu/Th 3:30-4:50 pm 201 NSC [139539](#) MCG

This course is an introduction to philosophy, with an emphasis on issues in metaphysics, epistemology, and ethics. We will address a number of important philosophical questions: Are there any good reasons for believing or disbelieving that God exists? To what extent are we justified in believing what we do about the external world? To what extent are we justified in believing what we do about what we have not yet perceived on the basis of what we have? How do our concepts of free action and moral responsibility fit together with a modern, scientific conception of the world? How are the mental features exhibited in the world related to the physical features so exhibited? Under what conditions is an action right or wrong? What is the source of value in the world?

We will study a number of important responses to questions of this sort, reading both historically significant and contemporary sources. At each step, we will focus on formulating and assessing arguments for and against the philosophical positions that support these responses.

PHI 107 ETHICS - [Prof. Korsmeyer](#)

MWF 1:00-1:50 pm 228 NSC [263018](#) KOR

What does it mean to be a good person? How should one make moral decisions? What kinds of responsibilities do we have towards others, ourselves, and the world around us? How can we account for the presence of evil in the world? These are just a few of the questions addressed by philosophers interested in moral philosophy. This course will introduce students to several of the major historical approaches to ethics (including Aristotle, Kant, and John Stuart Mill) and a contemporary analysis of the nature and sources of human evil (Mary Midgley).

Classes will be conducted through lecture and discussion, and students will be evaluated by their performance on approximately three tests.

PHI 107 ETHICS - [Prof. Donnelly](#)

Tu/Th 11:00-12:20 pm 101 Baldy [325546](#) DON

Nearly everyone assumes that some human actions are morally good or at least morally permissible, while other human actions are morally wrong. However, there is often considerable and bitter disagreement over the moral worth of particular actions. The primary purpose of this class is to examine different principles which have been advocated for distinguishing between morally acceptable and morally unacceptable actions. Special attention will be paid to principles which are based on substantial philosophical arguments and which purport to be independent of specific cultural practices. We will also consider: i) the extent of a person's responsibility for his or her actions and ii) what reasons can be given for choosing good actions and refraining from bad actions. Students should expect a substantial amount of reading from historical and contemporary sources. Grades will be based on regular class participation and examinations.

PHI 107 ETHICS - Earle, R.

Tu/Th 8:00-9:20 am 225 NSC [128218](#) SHO

This course is intended to introduce the major ethical works and debates in the history of Western philosophy. Major attention will be given to Plato's early dialogues, Aristotle's *Nicomachean Ethics*, Immanuel Kant's *Groundwork of the Metaphysics of Morals*, and John Stuart Mill's *Utilitarianism*. Lectures will focus on elucidating the principles, distinctions, historical foundations, and application of these philosophers' ethical theories. Throughout the course the students will be asked to think critically about the implications of each of these accounts of morality. Moreover, toward the end of the term, students will be presented with contemporary issues in the field (such as abortion, environmental value and animal rights, and capital punishment), which will require them to apply the principles of these major historical texts. There are no prerequisites for the course. However, attentive reading and quality contributions to discussion will be expected.

PHI 115 CRITICAL THINKING - Potter, J.

Tu/Th 8:00-9:20 am 322 Clemens [371848](#) TA1

This course instructs students in the basic principles and skills of argumentation. Arguments may be found in every arena of rational discourse: in the news, literature, film, and daily conversation. In this course, students learn to detect, evaluate, reconstruct, and respond to arguments as well as construct arguments of their own. By contrast to philosophy courses in formal or symbolic logic, this is a course focused on informal logic, the study and practice of argumentation in all spheres of ordinary language use. Course content will include an introduction to deductive, inductive, abductive, analogical, and scientific forms of reasoning;

instruction on identifying logical fallacies; and practice extracting and reconstructing arguments found in everyday life. This course can benefit individuals specializing in any field to help them reason more clearly and consistently in their area of specialization. This course may also be helpful for anyone preparing to take a standardized test such as the GRE.

PHIL 115 CRITICAL THINKING - Sackris, D.

MWF 8:00-8:50 am 322 Clemens [246802](#) TA2

This course is designed to improve the student's capacity for lucid and sound reasoning by teaching them to identify, deconstruct, reconstruct, attack, and defend, informal arguments. This is a necessary survival skill for college students, business people, and human beings in general (try getting out of a parking ticket without offering the judge a sound argument!). The course will focus on informal varieties of deductive, inductive, abductive, analogical, statistical, and probabilistic arguments. No symbolic or formal logic will be discussed. The course presumes no prior familiarity with philosophy or logic, but it does presume intellectual seriousness and willingness to work.

PHIL 115 CRITICAL THINKING - Taylor, A. ← Gifford, M.

MWF 5:00-5:50 pm 101 Baldy [366114](#) TA3

Critical thinking introduces the student to reasoning in a language-centered context. Students will learn how to identify arguments and distinguish them from other types of discourse. Some topics covered will be: argument structures, abductive reasoning, analogical reasoning, scientific/causal reasoning, probability theory, and statistical reasoning. Students will learn how to identify and avoid informal fallacies and other common mistakes, how to respond to and refute arguments, and how to construct strong arguments of their own. This course will focus on practical reasoning but will also serve as an introduction to formal reasoning systems.

PHI 154 ASIAN WISDOM - [Prof. Cho](#)

MWF 9:00-9:50 am 109 O'Brian [105153](#) CHO

Philosophy has two faces, academic discipline and wisdom in life. When the word "wisdom" stands out in our course title, it says something about the way traditional Asian thought has developed and been received.

While the access to Eastern thought is made easier when we begin with the assumption that Asia has given us mainly practical wisdom, the course is designed to show progressively that theory and practice are inseparable. After all, our purpose is to study the mind in action, not letters and doctrines into which the mind has been compressed.

Fixed letters and texts need to be loosened up to understand what forces are behind them. But we do so at the same time in order to get a sense of direction from the past so as to better chart our future in this globally interacting age.

Texts: Arthur Waley, *Three Ways of Thought in Ancient China* (Doubleday)
Roger Ames & David Hall, *A Philosophical Translation: Dao De Jing* (Ballantine Books)
The Analects of Confucius (Vintage Book)
Some handouts

PHI 162 LAW AND MORALITY - Koch, P.

MWF 4:00-5:20 pm 104 O'Brian [245390](#) EHR

Does the government really have a RIGHT to tell you what to do? Sure, they can kill you or jail you if you don't follow the law. But from where do they get a moral right to pass a law that tells you how to behave? An understanding of the answers to these questions requires a foundation in moral and political philosophy, which this class will provide in an attempt to locate any sources of legitimate political authority.

PHI 215 INTRODUCTION TO DEDUCTIVE LOGIC - Jensen, M

MWF 10:00-10:50 am 6 Clemens [115337](#) MJ

Logic permeates many aspects of human endeavor including fields like philosophy, psychology, law, mathematics, and computer science. One possible way to define logic is as the study of reasoning and arguments. How can we know that the truth of one statement follows necessarily from others? Deductive logic has to with this relationship of "following necessarily" that exists between some statements.

This is an introductory course to the principles of deductive logic. No prerequisites are required or assumed. We will explore concepts like: argument, truth value, validity, soundness, inference, equivalence, tautology, consistency and contradiction among others. This will be done using both Aristotelian syllogistic logic and modern propositional logic. Students will learn to extract and analyze argument form, translate from natural language into a symbolic language, construct and interpret truth tables and Venn Diagrams, and use natural deduction to develop proofs.

My goal as an instructor is that students gain an understanding of basic logical concepts and techniques, as well as improve their analytical reasoning and argumentation skills. A student should leave the course confident in their preparation for advanced courses in logic. Grading will be based on three exams and homework.

PHI 215 INTRODUCTION TO DEDUCTIVE LOGIC - [Prof. Dipert](#)

MWF 10:00 -10:50 am 225 NSC [458002](#) DPT

This is an introduction to logic. Logic is nicely defined by the textbook as the “analysis and appraisal of arguments” (p. 1). *Arguments* are the basic units of reasoning, a set of starting points for reasoning, sentences that are *premises*, and end points that are claimed to follow from these, *conclusions*.

More precisely, this is a course in deductive logic, and will use some symbols. So it is an introduction to symbolic, deductive logic. The textbook for the course will be Harry Gensler’s *Introduction to Logic*. In the past two semesters, the instructor has had major success with this approach, and students genuinely like the book and its software.

There are several reasons why someone would want to learn logic. First, it helps you to reason better. This itself has several important benefits—such as wisely choosing a career or maximizing your chances of having a happy, fulfilled life. (Establishing this requires an argument of course!) Second, it helps you to offer arguments to others that are more likely to be convincing. This is why logic is an especially valuable skill in law and public affairs, and why the LSAT tests students in logical abilities. Third, it allows you to assess the value of arguments offered by others—and to accept good arguments and reject bad ones. So it helps you from being led astray by bad arguments. Fourth, it is an especially useful skill in philosophy and is a customary requirement for a philosophy major: it helps in producing the careful reasoning that good philosophy requires, and logic also has implications that are themselves of philosophical interest, such as what a “sentence” is and what it means for a sentence to be *true*. Fifth, it is a discipline in which especially fascinating puzzles can be stated, and so provides some of the most interesting and amusing intellectual challenges. (The humorist writer Lewis Carroll, of *Alice in Wonderland* fame, was a logician, and some logical puzzles are among the best known intellectual problems there are—especially what are called “paradoxes.”)

The course will be made livelier by periodically looking at logical puzzles, some famous, some not. For example, consider this example: “This statement is false.” Is it true? Is it false? What questions can you ask on an island where there are only liars, so that you can take the right path?

Topics will include: Validity, logical form, Aristotelian logic, propositional logic, and a brief survey of some more advanced logics such as logics that deal with time and ethical obligations.

PHI 236 BUSINESS ETHICS - [Prof. Baumer](#)

Tu/Th 12:30-1:50 pm 422 Fronczak [023825](#) BAU

This course addresses central issues and problems in business ethics, including basic approaches to ethics, ethical and cultural relativism, corporations and moral agency, classical and contemporary views of capitalism, employee rights, equal opportunity and affirmative action, environmental issues, advertising, and corporate governance. No previous study of

ethics or business is presupposed. Essays and case studies in the course text present and discuss these issues. Course sessions combine lectures and discussion.

Course text: Tom L. Beauchamp, Norman E. Bowie and Denis G. Arnold, eds., *Ethical Theory and Business*, 8th edition, Pearson Prentice Hall, Upper Saddle River, NJ, ©2009

Course requirements: attendance, three one-hour essay exams, each addressing one segment of the course, and a research essay.

PHI 315 SYMBOLIC LOGIC - [Prof. Braun](#)

MWF 11:00-11:50 am 115 Talbert [481396](#) BRN

This course will be dedicated to learning symbolic techniques for evaluating the validity of arguments. We will formulate a symbolic language and learn to translate ordinary English sentences into it. We will then apply precise formal techniques for determining whether the symbolic versions of the arguments are valid.

PHI 328 PHILOSOPHY OF LANGUAGE - [Prof. McGlone](#)

Tu/Th 12:30-1:50 pm 205 NSC [034431](#) MCG

An introduction to the philosophy of language, examining a number of philosophical issues concerning the nature of meaning, truth, and reference. We will address questions of the following sort: What is the nature of the relationship between linguistic meaning, linguistic understanding, and truth? How are the meanings of the meaningful parts of a sentence related to the meaning of the sentence itself? How is the meaning of a sentence related to the information that speakers use that sentence to communicate? Is linguistic meaning psychologically determined or is meaning partially determined by factors external to and independent of an agent's psychological state?

PHI 337 SOCIAL & ETHICAL VALUES IN MEDICINE - Spencer, M.

Tu/Th 8:00-9:20 am 110 Baldy [135864](#) MS

This course will introduce students to basic ethical principles and to the ways that these principles are applied to major problems in contemporary medical ethics. This course is intended for students who do not have a background in philosophy but need or want a knowledge of issues in medical ethics. In addition, this section of this course is intended especially for nursing students. We shall begin with a survey of important contemporary ethical

theories. We will then consider ethical principles, which are important for bioethics, such as informed consent, autonomy, and beneficence. Next, we shall apply these principles and theories to specific ethical issues. These may include but are not limited to the following: abortion, stem cell research, genetic engineering, commercial surrogacy, euthanasia, death and dying, and organ procurement. We shall examine opposing positions on each of these issues. There will also be articles and class sessions devoted to issues related to ethical problems which are important for nurses to understand, and issues regarding what the role of a nurse is.

Upon completion of this course students should have a basic understanding of important ethical principles and issues, an ability to consider and understand the various positions on medical issues, and an ability to clarify their own opinions on these issues.

All readings will be found on the library course reserve. The grade will be based on participation, tests, and a short paper.

PHI 337 SOCIAL & ETHICAL VALUES IN MEDICINE - [Prof. Dryden](#)

MWF 1:00-1:50 pm 6 Clemens [199371](#) D

This course will examine a number of important ethical issues that arise in medical and health care practice from a standpoint that employs ethics, the philosophical study of moral choice, as a point of departure. The question whether moral decision is primarily a matter of feeling and emotion or of thinking and reason will be examined. This course will examine how religion influences many people's views on medical ethical issues, and whether moral guidance derived from religion is reliable. There will be significant attention to historically important ethical theories (Natural Law, Utilitarianism, and Immanuel Kant's ethical theory) and how they structure moral choice. The course will examine alternate viewpoints for assessing the moral standing of human life. Attention will be paid to alternative models of the physician-patient relationship and ethical challenges that arise in that context. Issues that arise as a result of technical advances in human reproduction such as in vitro fertilization and pre-implantation genetic testing will be considered. The controversy about stem cell research will be considered. Controversies revolving around treatment of very sick newborn babies will be considered. The role of medical personnel in causing or assisting the death of their patients will be examined.

At the conclusion of this course, students should be able to:

- identify and discuss subjectivism in ethics
- discuss the relation of religion to morality
- explain differences between alternative ethical theories
- apply alternative ethical theories to the resolution of moral problems in medicine
- identify significant alternative viewpoints on when human life begins
- list major elements of the Hippocratic Oath
- identify and evaluate four models of the MD-patient relationship
- explain and evaluate "therapeutic privilege"
- explain why benefiting the patient and respecting patient autonomy are sometimes in tension
- understand advance directives
- identify significant moral and social consequences of advances in reproductive technology
- evaluate arguments for and against stem cell research

evaluate arguments for and against denying treatment to or intentionally ending the life of newborn babies
understand the argument for physician assisted suicide and responses to it.

This course will introduce students to basic ethical principles and to the ways that these principles are applied to major problems in contemporary medical ethics. This course is intended for students who do not have a background in philosophy but need or want a knowledge of issues in medical ethics. In addition, this section of this course is intended especially for nursing students. We shall begin with a survey of important contemporary ethical theories. We will then consider ethical principles, which are important for bioethics, such as informed consent, autonomy, and beneficence. Next, we shall apply these principles and theories to specific ethical issues. These may include but are not limited to the following: abortion, stem cell research, genetic engineering, commercial surrogacy, euthanasia, death and dying, and organ procurement. We shall examine opposing positions on each of these issues. There will also be articles and class sessions devoted to issues related to ethical problems which are important for nurses to understand, and issues regarding what the role of a nurse is.

Upon completion of this course students should have a basic understanding of important ethical principles and issues, an ability to consider and understand the various positions on medical issues, and an ability to clarify their own opinions on these issues.

All readings will be found on the library course reserve. The grade will be based on participation, tests, and a short paper.

PHI 337 SOCIAL & ETHICAL VALUES IN MEDICINE - [Prof. Hershenov](#)

Tu/Th 2:00-3:20 pm 110 Knox [278004](#) HER

The course will examine current bioethical controversies surrounding abortion, euthanasia and physician-assisted suicide, advanced directives, informed consent, embryonic stem cell research, the definition and criterion of death, increasing the supply of organs for transplant, commercial surrogate motherhood, and human cloning. The course is designed to not just help future doctors and nurses morally navigate themselves around their job but to enable students as citizens to develop informed and reasonable positions on the most important bioethical issues of the day. Students will become familiar with the leading arguments on both sides of contemporary bioethical controversies. The readings are chosen to provide opposing positions. Each topic covered will have a second author arguing against the position defended in the first reading, usually commenting on the very author and essay just read. Even if students don't switch sides on an issue due to the course readings, lectures and discussions, the hope is that they will not only be able to give a stronger defense of their own positions but will also come to better appreciate the considerations that favor the opposing side. This might play a small role in making public debate more civil and reasonable. The methodologies employed in the class should make students more aware of their own basic values, perhaps revealing to them commitments of which they were previously unaware. Students will learn how to construct philosophical arguments and critically read philosophical essays. The course will involve reading and analyzing articles by Judith Thomson and Don Marquis on abortion, Leon

Kass, David Velleman and Frances Kamm on euthanasia and physician-assisted suicide, Alan Shewmon and Jeff McMahan on death, David Shoemaker and Rose Koch on embryonic stem cell research, Elizabeth Anderson and Richard Arneson on Commercial Surrogacy, Leon Kass and David Hershenov on human cloning, Jim Delaney and Robert Veatch and Michael Gill on organ transplants, James Childress and Veatch on informed consent, Rebecca Dresser and Ronald Dworkin on advance directives.

All the readings will be placed on the library electronic course reserve so students will not have to buy any texts or course readers.

PHI 345 AESTHETICS & PHILOSOPHY OF ART - [Prof. Korsmeyer](#)

MWF 11:00-11:50 am 103 Clemens [032644](#) KOR

This course will be an immersion in aesthetics and the philosophy of art. We shall cover such topics as: the role of art in society and the potential for danger in the arts and entertainment; the nature of artistic creativity and expression; the experience of beauty and of the sublime; the paradoxical enjoyment of tragedy and horror; and the aesthetics of food and drink. Readings will be drawn both from the history of philosophy (Plato, Aristotle, Kant) and also from contemporary debates among philosophers and other theorists of art and culture.

Lectures and discussions will often be accompanied with visual materials (slides, music, videos), and other examples of art. Students will be evaluated on the basis of tests and a paper.

PHI 356 PHILOSOPHY OF COLOR - [Prof. Williams](#)

MWF 2:00-2:50 pm 4 Knox [380112](#) WIL

This course will be a philosophical investigation into the nature of color. Though we will be looking at a very specific philosophical problem, it crosses over into a wide number of philosophical sub-disciplines, including: mind, language, epistemology, metaphysics, aesthetics and value theory. Including the questions above we will look into some of what current science has to tell us about color, and consider what impact this should have on how we think of color.

P. Spade, *Four Medieval Texts on Universals*

We experience the world as having a wonderful array of bright colors, but is the world outside of our experience actually colored? Most physicists say no. This raises a host of questions: Where do our experiences of color come from? Are those experiences in any way veridical? To what, if anything, do our color terms refer? Where do our color categories come from? Is green as I experience it the same as when you do?

This course assumes no prior knowledge of color science or science more generally, but as a 300-level course some background knowledge in philosophy will be expected.

PHI 366 MEDIEVAL PHILOSOPHY - [Prof. Gracia](#)

W 4:00- 6:20pm 144 Center for the Arts [434015](#) GRA

The middle ages is the period of history where many western modes of thought and attitudes, moral or otherwise, were developed. It is also the period where most western modern nations and languages were formed. This course tries to uncover those basic modes and attitudes by concentrating on the analysis of a few philosophical problems raised by medieval thinkers: the certainty of knowledge, the nature of metaphysics, the existence of God, and the ontological status of universals and individuals. Among the figures discussed will be Augustine, Boethius, Abailard, Thomas, Scotus, and Suarez.

Requirements: 1) Ten pages of reading in primary sources per week
2) Three examinations (60% of grade)
3) A paper about ten pages long (20% of grade)

Texts: A. Hyman and J. Walsh, *Philosophy in the Middle Ages*

PHI 380 19TH CENTURY PHILOSOPHY FROM KANT TO NIETZSCHE - [Prof. Lawler](#)

Tu/Th 11:00-12:20 pm 4 Knox [497918](#) LAW

In his systematic philosophical works, Kant attempts to resolve the contradictions in early modern philosophy between the materialist empiricism and idealist rationalism. In his conception of appearance and reality, Kant seeks to reconcile the antinomies of matter and spirit, determinism and free will, self-interest and morality, secular science and a religion indicated by reason itself.

If Kant's positions culminated one stage in the history of Western philosophy, they started a second stage, in which they were put to the test in various ways. With his conception of dialectical reason, Hegel, followed by Marx, argues that an expanded conception of reason can resolve the oppositions generated by Kant's abstract conceptual analysis. More impressed by Kant's stress on the limits of reason, Kierkegaard and Nietzsche argue that ultimate reality can be accessed by such non-rational means as religious faith or creative imagination.

A third group, in Great Britain, continued to expand the British heritage of empiricism, relatively unscathed by the Kantian critique. Darwinian evolutionary theory advances the scope of scientific empiricism, while Mill's utilitarianism applies empirical methods to moral enquiry. In the United States William James incorporates evolutionary change and pragmatic choice into the Kantian conceptions of empirical experience and transcendent reality.

Such philosophical perspectives were generally linked to the central questions of social life. Kant establishes moral limits to the freedom of the market of Adam Smith's laissez-faire capitalism. Hegel provides grounds for what is now called welfare-state capitalism. Marx and Mill argue in different ways that human freedom and democracy require the egalitarian economics of socialism. By contrast Kierkegaard sees in socialism the end of freedom and Nietzsche draws from the Darwinian struggle for survival grounds for a mystic social hierarchy that would later entrance Hitler. James, for his part, was one of the first to denounce the newly

emerging American imperialism as a betrayal of the freedom and equality of the American founding Constitution. Such social options continue for the most part to pervade our contemporary discourse of social choice. The philosophical theories sketched in this course in this way present the classical arguments for our contemporary social debates.

PHI 388 TWENTIETH CENTURY PHILOSOPHY - [Prof. Dipert](#)

MWF 12:00-12:50 pm 148 Park [411723](#) DPT

This course should probably be renamed, since it will include some 21st century philosophy. The goal of the course is to give students enough background in the philosophical issues that philosophers wrestled with in the 20th century so that they can read contemporary essays with understanding. Among the authors we will discuss are Gottlob Frege on language, Bertrand Russell on denoting (“The current king of France is bald.” True or false?), G.E. Moore and Wittgenstein on whether we can be certain of anything (how to reply to the Cartesian skeptic who argues that we cannot be sure that there is an external world). What did 20th century philosophy have to say about what exists? (Metaphysics and ontology). We will also consider 20th century essays on ethics (is ethics objective?) and political philosophy.

PHI 398 PHILOSOPHY THROUGH FILM - [Prof. Donnelly](#)

Tu/Th 2:00-3:20 pm 440 Park [003296](#) DON

The purpose of this course is to examine philosophical issues as explored through film. Among other things, we will consider how different films address questions concerning personal identity, ethics, and knowledge. In addition to studying the philosophical issues raised within specific films, we will also consider the special advantages or disadvantages of film in general as a medium for the presentation of philosophical ideas. For this part of the course, we will read and discuss philosophical writings about film. We will consider the role of emotion in film viewing, the potential for fictional or documentary films to convey objective knowledge about the world, and the extent to which films might be morally praiseworthy or blameworthy. Students should be prepared for regular reading and writing assignments. We will see a variety of films in this class, including older and foreign language films. SOME FILMS MAY TAKE US A BIT PAST OFFICIAL CLASS TIME ON THURSDAYS. STUDENTS SHOULD EITHER BE PREPARED TO STAY LATER ON OCCASIONAL THURSDAYS OR MAKE THEIR OWN ARRANGEMENTS FOR WATCHING THE ENTIRE FILM ON DVD. Grades will be based on short written assignments, class presentations, and one paper.

PHI 489 RACE AND ETHNICITY- [Prof. Gracia](#)

T

6:30-9:10 pm

640 Clemens

[268228](#)

JG

What is race? What is ethnicity? What is the relation between race and ethnicity? What are racial and ethnic identities? How are these identities related to personal identity? Can the same person have several identities? How are racial and ethnic groups individuated? How can we tell that someone belongs to a particular racial or ethnic group? How are race, ethnicity, and nationality related? How do terms used to refer to race and ethnicity function? What is the nature of racism? Does belonging to racial and ethnic groups entail particular rights? Do ethnic groups have linguistic rights? Are racial and ethnic groups entitled to reparations for past wrongs committed against members of the groups? Can affirmative action policies with respect to racial and ethnic groups be justified? How are race and ethnicity manifested in cultural phenomena, such as literature and art? These are some of the questions we will be dealing with in this course. The readings come from the writings of authors who have recently staked out important, and sometimes controversial, positions on these issues, such as Appiah, Alcoff, Arthur, Boxill, Corlett, Dworkin, Garcia (not the same as Gracia), Mills, Stubbefield, Zack, and others. One of the sources could be a yet to appear issue of *The Monist*. Readings will be gathered around specific topics. The course will be conducted as a seminar. The grade will be based on a paper and class participation.

Individual Course Sections for Philosophy Faculty:

PHI 401 Philosophy Honors Tutorial (Arranged with Professor)

PHI 499 Undergraduate Tutorial (Arranged with Professor)

PHI 498 Undergraduate Research Activity Prof. Beebe (Arranged times)

