

Undergraduate Courses » Fall 2009

101 Introduction to Philosophy

Section	Day	Time	Instructor	Room	Reg Number
CHO	MWF	9:00-9:50 AM	Kah Kyung Cho	218 Norton	117726

One of the larger goals of this course is to give an overview of lasting and perennial questions of philosophy with a view to more reflectively define our place within the Being as a whole. What is reality? Why is knowledge needed and truth sought? How is philosophy related to, and different from, science? These are all classical issues. But we go a step further and ask following questions: Is morality important beyond the human context, say, in an eco-physical perspective? What is being human, what is self and other, and what does our being "human" mean for the rest of the universe? It is an attempt to define the meaning of philosophical anthropology with its door kept open toward universal ontology. A second large goal of the course is to examine the shifting global perspective of philosophy in our time. For this purpose, some selected aspects of Asian and European philosophies will be included in the course material. Requirements; 2 Quizzes, 1 short Midterm Paper and the Final. Text. Robert Solomon, *Introducing Philosophy* (9th), Oxford, Some handouts

101 Introduction to Philosophy

Section	Day	Time	Instructor	Room	Reg Number
GRA	MWF	5:00-5:50 PM	Jorge Gracia	201 NSC	049370

The old proverb says that a picture is worth a thousand words. This course will introduce students to philosophy by exploring some of the basic problems that have been raised throughout the history of the discipline with the use of images of works of art. Five key areas will be dealt with: knowledge, reality, society, destiny, and art. The first area will raise questions about the object and source of knowledge, the relativity and limitations of what we know, and the relations between faith and reason. The second area will explore the nature of reality, permanence and change, and the relation of ourselves to the cosmos. The third area will take up individual and social identity, race and communities, the self, and men and women. The area of destiny will pose the question of whether we are free or not, and the relation between divine and human wills. Finally, we will turn to the nature of philosophy and compare it to art in order to get a sense of what they are all about. These topics will be explored both through reading materials and visual images. Apart from the text of Gracia's *Images of Thought* (2009) and the art works it displays, we will be reading selections from the work of such philosophers as Plato, Aristotle, Augustine, Aquinas, Descartes, Hume, Sartre, and Ortega, among others. The grade will be based on two examinations and a short report on the exhibition "Carlos Estevez's Images of Thought" that will take place in the Center for the Arts UB Gallery, beginning on Nov 5, 2009.

101 Introduction to Philosophy

Section	Day	Time	Instructor	Room	Reg Number
TA	TR	9:30-10:50 AM	Shane Babcock	103 Clemens	417945

This course is an introduction to some of the central topics in philosophy. We will begin by looking at the nature of logic and the nature of arguments. A good grasp of this will provide us with the tools with which to critically assess the merits of the arguments made by the philosophers in the various classical and contemporary texts we will be examining. The remainder of the course will be divided into 5 sections. First we will turn to questions concerning whether human beings have free will, examining the nature of freedom and its relationship to determinism. Second we will look at some of the major arguments for the existence of God as well as the problem of evil: how could an all-powerful and good God allow so much evil in the world? Third we will discuss the question of whether we can know that there is an external world--might it not all be a grand illusion foisted upon us by some deceptive being? Fourth we will discuss the relationship between the mind and the body. Are they distinct, one a material thing and the other not--and if so how do they interact? Lastly we will survey the branch of philosophy called ethics, examining questions concerning the nature of right and wrong and the source of moral value. Course requirements: 3 exams and 1 quiz. Regular attendance.

107 Ethics

Section	Day	Time	Instructor	Room	Reg Number
TA1	MWF	9:00-9:50 AM	Christopher Buckman	17 Clemens	392876

Ethics is philosophy concerned with how we ought to live. What makes an action morally right or wrong? How can we become good, both as individuals and as a society? The first part of the class will require close reading of historical texts, especially important books by Aristotle, Immanuel Kant and John Stuart Mill. The second part of the class will examine the application of ethical theories in our contemporary world, with an emphasis on social justice. Grades will be based on exams, a short paper and class discussion.

107 Ethics

Section	Day	Time	Instructor	Room	Reg Number
TA2	TR	9:30-10:50 AM	Susan Smith	4 Clemens	310958

This course is an introductory course in ethics. Ethics is a branch of philosophy which is sometimes called moral philosophy. An objective of ethics might ask what is good or bad or right or wrong. Is there an objective "right" or an objective "wrong"? In this course we will explore several ethical theories which will include ethical relativism, egoism, utilitarianism, deontological theory, natural law and virtue ethics. As well, we will study ethical issues such as euthanasia, abortion, human subjects in research, race and medicine, animal rights and terrorism. No previous experience in philosophy is presumed. Course requirements will consist of class attendance and participation, tests and a short paper. Required Textbook: "Ethics: Theory and Contemporary Issues, 6th ed.", Barbara Mackinnon, Wadsworth Publishing, 2009. Other readings will be provided electronically on Blackboard.

107 Ethics

Section	Day	Time	Instructor	Room	Reg Number
TA3	MWF	11:00-11:50 AM	Joel Potter	103 Clemens	247041

This course introduces students to moral philosophy and to such fundamental questions as: What is virtue? Do we have moral obligations and, if so, on what are they based and to what do they obligate us? What kinds of things, people, or institutions can be said to be good? The course texts include works of those philosophers (including Plato, Aristotle, Aquinas, Kant, and Mill) who first developed ethical theories to answer fundamental questions like these and others. In the final part of the course, students are introduced to applied ethics through a number of contemporary ethical issues.

115 Critical Thinking

Section	Day	Time	Instructor	Room	Reg Number
TA1	MWF	8:00-8:50 AM	Alexander Cox	19 Clemens	320289

This course is designed to provide the students with some of the essential skills that are crucial to better thinking. The primary goal is for students to learn to identify, reconstruct, and evaluate arguments. We will be concerned with inductive reasoning, as opposed to deductive reasoning; however, we will cover some of the basics of deductive reasoning as well. Some of the specific issues that we will cover include: argument structures, informal fallacies, scientific/causal reasoning, abductive reasoning, analogical reasoning, probability theory, game theory, and statistical reasoning.

115 Critical Thinking

Section	Day	Time	Instructor	Room	Reg Number
TA	TR	8:00-9:20 AM	Dobin Choi	103 Clemens	091167

In order to be a good athlete in a specific sports game, you should develop your overall physical strength, including muscle power, speed, flexibility, etc. as well as special skill or technique requisite for that field of sports. Likewise,

in order to be a good scholar (or student), it is necessary not only to have specific knowledge about your field of study, but also to foster your general ability to think clearly and consistently. The goal of this course, Critical Thinking, is to sharpen your thinking faculty and to harden its basic foundation. Roughly speaking, the former is related to analyzing the results of other people's thinking, one of which we usually call 'arguments' and the latter to building up your own structure of thinking strong and clear enough to persuade others. For these goals, we will (1) learn basic methods of making and analyzing arguments, (2) practice those methods by applying them to various sources which we encounter in everyday life. With these grounds, (3) we will construct our own arguments on current controversial topics. Grades will be based on exams, homework assignments in general.

115 Critical Thinking

Section	Day	Time	Instructor	Room	Reg Number
TA2	MWF	5:00-5:50 PM	Frederic Tremblay	112 OBrian	416808

The development of your faculty of thinking critically is different from the development of a plant – you cannot just let it grow! Like every art, that of thinking critically requires to learn techniques and to exercise them. This course is designed to familiarize the student with techniques helpful to achieve greater clarity of thought. It introduces the basic concepts of critical thinking, the two main kinds of reasoning: induction and deduction, the most common rhetorical devices and fallacies, the kinds of inductive reasoning, some basic rules of deductive logic, and types of scientific explanations. The course combines lectures and in-class exercises. Thinking critically is crucial to success for any kind of major, career, and life in general. The evaluation is based on weekly assignments and three exams. Textbook: B. N. Moore, R. Parker, Critical Thinking, McGraw-Hill Humanities, 9th edition, 2008.

162 Law Morality Authority

Section	Day	Time	Instructor	Room	Reg Number
EHR	MW	3:30-4:50 PM	Kenneth Ehrenberg	121 Cooke	050271

A survey of key texts in moral and political philosophy with the object of understanding the foundations of legal and political authority.

215 Introduction to Deductive Logic

Section	Day	Time	Instructor	Room	Reg Number
DPT	MWF	10:00-10:50 AM	Randall Dipert	218 Norton	143411

This is an "intermediate level" course in logic. Although it has no prerequisites, it focuses on only one type of logic or reasoning, deductive logic, and is not so completely directed at everyday applications as is PHI 115: Critical Thinking. This course, PHI 215, will focus on deductive logic, contain some theory of logic (although we will also see many practical applications), and would be a suitable course for someone who might consider advancing to PHI 315: Symbolic Logic. It is especially suitable as a final or entry level course for those who have a serious interest, or are majoring, in philosophy, mathematics, or computer science. However, it is likely to have both appeal and considerable usefulness to anyone who is interested in law, psychology, and generally in understanding how to separate bad reasoning and thinking from good. It would serve as an excellent preparatory course for those who might someday take the GRE's (for graduate school) or LSAT (for law school), since it includes methods of solving puzzles and problems of exactly the sort that appear on these exams. Logic, very generally speaking, is the theory of correct reasoning. It is the theory of the ideal or best ways to reason: to move from some thoughts to other thoughts that are based on them. Deductive logic concerns itself with those forms of reasoning in which if some beliefs ("premises") are certain, necessary or can be known, then other beliefs reasoned from them ("conclusions") are also certain, necessary, or can be known. PHI 215 is a thorough examination of the basic concepts of deductive logic, especially the concepts of argument and validity. We will also examine some of the techniques that have been advanced for assessing the quality of arguments, such as Aristotle's theory of the syllogism (which is still remarkably insightful) and various techniques that use diagrams. At the end of the course, we will understand very well how we can determine when an argument using so-called categorical statements ("All A's are B's," "No A's are B's," "Some A's are B's," etc.) is valid, and how we can demonstrate this. We will also look briefly at some of the valid and invalid forms in propositional logic. We will stop just short of the most advanced

aspects of deductive logic, namely predicate logic and the mixing of quantifiers and relations. At the end of the course, we will discuss an overview of the impact of logic, and its extraordinary conclusions: the notion of an "algorithm" that is so useful in computer science, as well as a brief glance at some interesting and peculiar results in advanced mathematical logic. Required Text: Stephen Barker, *The Elements of Logic*

215 Introduction to Deductive Logic

Section	Day	Time	Instructor	Room	Reg Number
TA	TR	11:30 AM - 12:20 PM	Mark Jensen	103 Clemens	390658

Logic as both a practice and field of study permeates many aspects of human endeavor including fields like philosophy, psychology, law, computer science and mathematics. Despite logic's long history of inquiry, it is not an easy discipline to define. A commonly accepted one is that logic is the study of reasoning and arguments. How does one use a set of statements known or accepted as true to make truthful conclusions? This is an introductory course to the principles of logic. No prerequisites are required or assumed. We will introduce and formalize the notions of an argument, validity, soundness and deduction. Content will include Aristotelian syllogisms, categorical and propositional statements, common fallacies and ambiguities, the squares of opposition, and techniques for argument analysis like truth tables, Venn diagrams, and formal deduction. Time permitting, discussion may include a brief survey of alternate logics, puzzles, the historical development of logic, heaps, sorties, or LSAT preparation. Ideally student involvement and interest will dictate which extra material will be covered. My goal as an instructor is for students to gain an understanding of basic logical concepts and principles, as well as develop the ability to determine validity and soundness, symbolize and analyze arguments and perform deductions. A student should leave the course confident in their preparation for advanced courses in predicate or first order logic. Grading will be based on three exams, homework and class participation. The best way to learn a little logic is to do some!

221 Science and Religion

Section	Day	Time	Instructor	Room	Reg Number
BEE	M	6:00-8:40 PM	James Beebe	215 NSC	014744

This course will cover a variety of issues concerning the relation between science and religion. We will begin by considering some general questions about whether and how scientific truths can conflict with religious truths. The second part of the course will cover issues surrounding the Big Bang, the large-scale structure of the cosmos and what philosophers and other religious thinkers have had to say about the beginning, age and size of the universe. The third part of the course will consider the current controversy between evolutionary theorists and "intelligent design" theorists (i.e., those who claim that organisms and their parts were originally designed by an intelligent being and did not arise through evolution). In addition to the philosophical aspects of this controversy, we will also consider some of the sticky public policy issues it raises. The final part of the course will consider some recently developed theories in the cognitive sciences (e.g., neuroscience, cognitive psychology) that offer explanations of the nature, function and pervasiveness of religious belief.

236 Business Ethics

Section	Day	Time	Instructor	Room	Reg Number
BAU	TR	12:30-1:50 PM	William Baumer	108 Baldy	171880

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.

315 Symbolic Logic

Section	Day	Time	Instructor	Room	Reg Number
KEA	TR	12:30-1:50 PM	John Kearns	14 Knox	031450

In this course, we study the two fundamental theories of modern logic, propositional logic and first-order (quantificational) logic. For each theory, we construct an artificial formal language, explain the truth conditions of sentences in the languages, and develop techniques for determining when sentences imply other sentences, when sentences are incompatible with one another, and when arguments are deductively correct. These techniques include making truth-tables, and constructing proofs in deductive systems. Finally, the logical theories are used to gain understanding of statements and arguments in ordinary English.

328 Philosophy of Language

Section	Day	Time	Instructor	Room	Reg Number
BRN	MWF	1:00-1:50 PM	David Braun	218 Norton	023198

Words and sentences in English and other languages have meanings. That is why speakers can use sentences to communicate their thoughts. But what are meanings? What are the meanings of 'Jimmy Carter', 'dog', red, 'waves', 'marry', and 'the'? How are meaning, reference, thought, communication, and truth related? How do words and sentences get their meanings and referents? We will begin this course by considering several theories about the nature of meaning and reference. We will then discuss communication and speech acts, the determination of word and sentence meaning, and skepticism about meaning. If time permits, we will end with an inquiry into the nature of truth. This will be an advanced course in philosophy. It will be helpful to have taken several prior courses in analytic philosophy. Pre-requisites: One prior course in philosophy. I will use some symbolic logic, which I will explain as fully as possible in the time we have, but you may find this course easier if you have taken a course in symbolic logic.

334 Environmental Ethics

Section	Day	Time	Instructor	Room	Reg Number
SHO	TR	11:00 AM - 12:20 PM	Kenneth Shockley	4 Knox	180814

Environmental ethics is an area of study that examines how humans ought to relate to and interact with their environment as individuals, through organizations, and as a species. This course is designed to provide a comprehensive overview of the key philosophical issues and arguments within this growing field. It will be of particular value not only to Philosophy majors and those concentrating in environmentally oriented disciplines, but also to those with a keen interest in humankind's complicated relationship with our natural environment. In this course we will consider the nature of this relationship, humankind's responsibilities to and regarding that environment, the kinds of actions prescribed by those responsibilities, and possible justifications for those responsibilities. In particular, we will examine the merits of considering our responsibilities to the environment from an entirely human-centered standpoint, possible alternatives to this approach, and various ways these options might be applied to actual environmental problems. To engage in this examination adequately we will need to consider both theoretical issues underlying various approaches to the environment and the various ways those approaches have been put into practice.

337 Social and Ethical Values in Medicine

Section	Day	Time	Instructor	Room	Reg Number
D	MWF	1:00-1:50 PM	Lee Dryden	4 Clemens	017463

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 preimplantation 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 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 medical euthanasia and responses to it

337 Social and Ethical Values in Medicine

Section	Day	Time	Instructor	Room	Reg Number
TA2	TR	8:00-9:20 AM	Mark Spencer	17 Clemens	011354

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 will begin with a survey of important contemporary ethical theories. We will then consider ethical principles, which are important for bioethics, such as informed consent and beneficence. Next, we will apply these principle and theories to specific ethical issues. These may include but are not limited to the following: abortion, stem cell research, commercial surrogacy, euthanasia, death and dying, and organ procurement. We will 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, and an ability to consider and understand the various positions on medical issues. All readings will be found on the library course reserve.

337 Social and Ethical Values in Medicine

Section	Day	Time	Instructor	Room	Reg Number
TA3	MWF	10:00-10:50 AM	Adam Taylor	17 Clemens	018862

This course is intended to provide students with competency in the ethical theory demanded by the practice of medicine. The course presumes no prior familiarity with ethics, logic, or philosophy in general, but it does presume academic maturity and intellectual seriousness. The primary issues we will cover will include, but are not limited to: abortion, euthanasia, organ commercialization, treatment of the mentally ill, advanced care orders (DNR's), informed consent, definitions of death, stem cell research and human cloning. Considerable time and care will be

devoted to examining various metaphysical accounts of human persons and the implications of these accounts for medical ethics.

337 Social and Ethical Values in Medicine

Section	Day	Time	Instructor	Room	Reg Number
KOC	TR	9:30-10:50 AM	Hylarie Kochiras	170 Fillmore	341171

Medical ethics is by no means the exclusive domain of philosophers, but our approach is philosophical. Our debates about health-related ethical dilemmas are therefore framed by deeper, more fundamental questions about right action and justice. We also aim to develop philosophical skills, ones that have applications beyond the particular problems we consider this term, to a broad range of issues. The central skills we seek to develop are these: (i) understanding ethical problems by clarifying key questions and concepts; (ii) Identifying and reconstructing arguments from passages of text; (iii) assessing arguments; (iv) articulating and defending one's own consistent response to an ethical problem. To develop these skills, we need literature that is clear and philosophically rich, and so we devote a substantial component of the course to James Rachels' book about euthanasia. We then apply the principles grounding his arguments to health crises in third-world countries, where AIDS has reached epidemic proportions and contraception is desperately needed. We also examine race and gender based inequities in health care, definitions of disease, and genetic engineering. We devote the final weeks of term to discussing current topics that students select. Although this course does not presume any prior acquaintance with philosophy, students are presumed to have solid writing and critical reading skills.

360 Ancient Philosophy

Section	Day	Time	Instructor	Room	Reg Number
YU	TR	9:30-10:50 AM	Jiyuan Yu	6 Clemens	422895

This course will cover the development of Greek philosophy from Pre-Socratics, Plato, Aristotle, to the Hellenistic period. Students are expected to learn and understand the basic assumptions, methods, terminologies, and doctrines of Greek philosophy that have so deeply shaped the whole Western culture. Course sessions will combine lectures, presentations, and in-class discussions. Textbook: *Introductory Readings in Ancient Greek and Roman Philosophy*, eds. By Reeve and Miller (Hackett, 2006)

370 Early Modern Philosophy

Section	Day	Time	Instructor	Room	Reg Number
KOC	TR	11:00 AM - 12:20 PM	Hylarie Kochiras	352 Fillmore	398156

This course focuses upon some of the so-called rationalist and empiricist philosophers of the early modern period, in particular their concerns with problems of metaphysics and epistemology. Among the problems we examine are concepts of substance, the replacement of explanations in terms of final causes by explanations in terms of efficient causes, and the role of rationalist or metaphysical principles in knowing about the world. This course presumes a background in philosophy.

398 Popular Culture and Philosophy

Section	Day	Time	Instructor	Room	Reg Number
LAW	TR	11:00 AM - 12:20 PM	James Lawler	322 Clemens	312041

Contemporary television programs, films and popular novels often involve the same issues, questions and probing reflections that philosophers have explored since the time of Plato. On the one hand, stories that are told with skill and imagination in popular culture provide compelling illustrations of ideas treated abstractly and systematically by philosophers. Connecting the scenarios found in contemporary culture with the concepts developed by philosophers

helps us make concepts more real and to take them more seriously. But sometimes the themes developed in popular culture go beyond illustration of previously developed ideas and provide explorations that take philosophical thought to unexpected levels, and so provide fresh stimulus for deeper philosophical reflection. In either case, bringing together some of the most prominent works in contemporary popular culture with relevant classical texts of the history of philosophy is both entertaining and intellectually fruitful. In addition to *The Simpsons* and *The DaVinci Code*, the course will discuss *The Matrix Trilogy*, *Star Wars*, *The Passion of the Christ*, *Buffy the Vampire Slayer*, *Woody Allen's Crimes and Misdemeanors*, and *Dan Brown's, The Da Vinci Code*. Classical writings to be discussed: Plato, canonical and Gnostic Gospels, Kant, and Hegel.

489 Phenomenology and Existentialism (Honors College)

Section	Day	Time	Instructor	Room	Reg Number
CHO	M	12:30-3:10 PM	Kah Kyung Cho	214 Talbert	260968

This Honors Seminar will begin with introductory lectures for the first few weeks. After that, each participant will be required to make a short presentation on an assigned topic, which will be discussed extensively in class. There are three major focuses: (1) Existentialist philosophy, (2) Phenomenology as part of existential thought and beyond, (3) Reading Heidegger at the crossroad: end of philosophy and a new beginning of what he calls "Thinking." Texts: H. J. Blackham, *Six Existentialist Thinkers*, Routledge & Kegan Paul M. Heidegger *The Question Concerning Technology and Other Essays*, (trans. William Lovitt), Harper & Row, Some occasional handouts (Texts are obtainable in used or new copies at UB Bookstore, Amazon, Alibris, etc.)

489 Philosophy of War

Section	Day	Time	Instructor	Room	Reg Number
DPT	MW	12:30-1:50 PM	Randall Dipert	17 Clemens	074586

The main goal in this course is to introduce students to historical and contemporary ideas in the morality of war—when it is morally justified (if ever) to go to war, and if soldiers are already fighting in a war, which means are morally permissible and which aren't (such as torture, cruel weapons, killing civilians). These are the two main components of what been called Just War Theory, *Jus ad bellum* (morality in going to war) and *Jus in bello* (moral within war). The moral issues involving war are a subject of keen contemporary interest, since the U.S. is engaged in two wars, one of which was begun by a controversial strategy (preemptive war) and both of which involve complex moral judgments about prisoners of war, accidental killing of civilians, and torture. Among our readings will be parts of the U.N. Charter, the Geneva and Hague Conventions. We will study the relationship between the philosophy of morality and international law. The main questions in the philosophy of war, even more than the rest of morality, involve difficult questions about difficult concepts, such as nation-state, military forces, commands, threats, and especially intentional actions, sometimes events that cover whole continents. Consequently, we will devote approximately the first half of the course to the *ontology* of war: the exact definition of war and a careful examination of what kinds of entities are involved in wars. This would include theories of organizations, autonomous soldiers as agents, speech acts, weapons, destruction, harm, and civil reconstruction, as well as events: wars, battles, and so on. This will expose students to original research being done right here in Buffalo; in fact Buffalo is arguably the center of research in the ontology of the military and intelligence. The course will have two instructors: Randall R. Dipert, CS Peirce Professor of Philosophy, who has taught this subject, including at West Point, and has published and given lectures on the definition and ontology of war, preemptive war, and war and game theory. The second instructor did his PhD on the ontology of the military but has also been in the regular and reserve sections of the U.S. Army for over twenty years, in the Infantry and now Civil Affairs branches as a major. He is the Group Manager of the UB contract for the U.S. Army on military ontology. Requirements will involve essay and short-essay tests, as well as 1-2 papers. Those graduate students taking the course for graduate credit can expect some alternative instruction on advanced and specialized topics and must complete an original research paper.