

Spring 2014

Department of Philosophy

Undergraduate Course Descriptions

<http://www.buffalo.edu/content/cas/philosophy/undergrad-study/ug-courses.html>

PHI 101 CHO	Intro to Philosophy	Cho, K
M W F, 9:00-9:50am	Baldy 101	#14510

The principal purpose of introductory philosophy is to make each student familiar with several very basic questions. Foremost among these is the need of critical thinking. What is to be critically examined are not only the ideas of Truth, Moral Virtue, Aesthetic and Religious values, but the way philosophy has handled and answered them. In other words, the way humans as seekers of such truth and values are themselves to be constantly questioned and re-defined along the way. This includes questioning the meaning and status of rationality with which human being has become identified. Is the "rational Ego" the conclusive answer? Where is "human nature" relegated? What has become of "emotional," "common-sensical" or "instinctive" qualities? What has become of "Others" and "otherness"? While Rationality and the "Rational Self" played the dominant role in awakening and promoting such critical thinking, our course will open wider "Perspectives" than conventional introduction has attempted. Different background in history, language and personal experiences do get some due considerations.

Required Texts:

1. Robert Solomon, *Introducing Philosophy* (10th Ed.) Oxford
2. Michael Polanyi, *Personal Knowledge*

PHI 101 PWL	Intro to Philosophy	Powell, L
T TH, 9:30-10:50am	Knox 104	#21247

Philosophy is a broad field of inquiry, encompassing questions about the nature of the world around us, our own natures, our values, and about how we should live our lives. In this course, we will look to historical and contemporary writings on a vast array of issues, including debates in ethics, free will, metaphysics, and epistemology. Our inquiry will span from the

extremely practical to the extremely abstract, and students will develop philosophical skills for engaging with these debates.

All registered students are required to attend weekly discussion sections. Scheduling of these sections is TBA, details will be reviewed on the first day of class in the Spring 2014 term.

PHI 101 REV1 Introduction to Philosophy Recitation Gezella, T Review
Review Session: T, 11:00-11:50am, Fronczak 454

PHI 101 REV2 Introduction to Philosophy Recitation Guzman-Orozco, H Review
Review Session: W, 9:00-950am, NSC 220

PHI 101 REV3 Introduction to Philosophy Recitation Nomikos, A
Review Session: M, 11:00-11:50am, Knox 14

PHI 107 DON Intro to Ethics Donnelly, M
T TH, 11:00-12:20pm O'Brian 109 #14262

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 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 homework, regular class participation, and examinations.

PHI 107 KOR Intro to Ethics Korsmeyer, C
M W F, 11:00-11:50am Baldy 101 #21248

What does it mean to be a good person? How should we make moral decisions? Are there rules to follow in order to do right? What are our responsibilities to ourselves and others? Do we have moral responsibilities to nonhuman animals? What is the relation between goodness and

happiness? These are just a few of the questions addressed by moral philosophers. This course will introduce students to several influential approaches to ethics, drawing from historical and contemporary philosophers and applying their ideas to practical situations that arise in our own lives.

PHI 107 TA T TH, 8:00-9:20am	Intro to Ethics Clemens 119	Otte, N #16125
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PHI 110 TA M W F, 9:00-9:50am	Philosophy of Human Nature Clemens 19	Cline, B #24121
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What are human beings fundamentally like? To help us think carefully about our nature, this course will blend state of the art research from diverse fields, including: sociology, evolutionary biology, cognitive science, anthropology and, of course, philosophy. Questions to be addressed include: What role did evolution have in shaping human nature? What roles do culture and the environment play? What is innateness, and how should we think about genetic determinism? Is there a distinct, universal human nature, and if so, what is the ethical significance of this? What does it mean to say that some things are “natural” for us, and is it wrong to do “unnatural” things? How do these questions relate to gender, sex, and race?

Required Text: *Arguing About Human Nature*, Stephen Downes and Eduard Machery

PHI 115 TA M W F, 9:00-9:50am	Critical Thinking Frnczk 422	Kelly, P #21249
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PHI 115 TA M W F, 11:00-11:50	Critical Thinking Clemens 19	Buckman, C #24122
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PHI 212 TA T TH, 8:00-9:20am	Philosophy of Religion Baldy 110	Nolan, C #21250
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This course will introduce students to major questions in the philosophy of religion and familiarize them with classic and contemporary responses to these questions, using excerpts from primary texts. Arguments for and against God's existence will be discussed, as well as the attributes of God and certain key religious doctrines.

PHI 217 BAU

T TH, 12:30-1:50pm

Professional Ethics

Clemens 322

Baumer, WH

#15007

This course introduces central ethical issues and problems of various professions, e.g., business, engineering, government, health care, law, and the sciences. The course uses case studies and essays presenting and discussing these issues. Course sessions combine lectures and discussion. Course requirements include three exams and a research essay. The goals of the course are to provide basic knowledge of approaches to ethics and to common ethical issues in professional activities, and ability to analyze and address these issues.

The course text is *Ethical Issues in Professional Life*, edited by Joan C. Callahan, Oxford U. Press, New York, ©1988 [paperbound].

PHI 298 DON

T TH 1:00-2:20pm

**Animal Rights
(Sp. Topics)**

NSC 228

Donnelly, M

#24123

Most of us agree that non-human animals do not have same kind of rights to life and liberty as do human beings. Nonetheless, we assume at least that it is wrong to mistreat dogs and cats--news stories of abusive pet owners garner widespread public outrage. But we are much less concerned about the treatment of animals raised for food. And we take it for granted that common pests, like rodents or mosquitoes, deserve no consideration at all.

The purpose of this course is to consider moral issues regarding non-human animals in relation to philosophical theories of ethics. Do any non-human animals have moral standing? If so, which ones and why? How exactly does the moral standing of non-human animals compare to that of humans? We will be particularly interested in exploring the consequences of particular ethical accounts of animals for practical issues relating to food production, scientific experimentation, habitat preservation, and the use of animals for entertainment or as pets.

Students will be expected to complete regular reading and written assignments. Grading for this course will be based on written homework, exams, and one paper.

PHI 315 BRN
M W F, 11:00-11:50am

Symbolic Logic
Knox 04

Braun, D
#21252

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. Required work: Weekly homework assignments and up to four in-class exams, including a final exam to be taken during the final exam period. No pre-requisites.

PHI 315 KEA
M W F, 10:00-10:50pm

Symbolic Logic
Clemens 04

Kearns, J
#14789

In this course, we develop logical theories for the two fundamental languages of modern logic, the propositional language whose logical expressions are symbolic connectives, and the quantificational language of first-order logic with identity. In developing each theory, we will consider the truth conditions of sentences in the language, we will learn how to understand and to make statements employing the logical expressions in the language, and will devise techniques for determining when statements are logically true, when statements imply other statements, and when statements are incompatible. For the propositional language, these techniques involve truth-tables. For each theory, we will set up a deductive system for constructing arguments and proofs which employ sentences of the logical language, and will gain proficiency in constructing such arguments.

PHI 320 MIL
M W F, 10:00-10:50am

Philosophy of Mind
Clemens 19

Millar, B
#21253

This course will survey some of the most fundamental questions concerning the nature of the mind and its relation to the physical world. Is the mind an immaterial substance, separate from the material body, as Descartes believed? If so, how can the mind causally interact with the material body? Or, is the mind wholly material, as most contemporary philosophers maintain? If so, are mental states identical to brain states, or do brain states merely "realize" mental states in some manner? Can any materialist theory adequately explain such a puzzling mental phenomenon as consciousness?

PHI 321 WIL
T/Th, 2:00-3:20pm

Philosophy of Science
O'Brian 209

Williams, N
#24128

This course is intended as an introduction and consideration of some of the philosophical issues that arise in the natural sciences (these are primarily issues concerning the epistemology and metaphysics of science). We will cover some selection of the following philosophical topics:

Demarcation: What is the difference between science and non-science? What makes it the case that the theories of one are scientific and the other are not?

Explanation: What do we do when we seek to provide scientific explanations? Do explanations have to be true to explain?

Laws of Nature: What is the nature of the laws of nature? Can the laws of nature change, or are they fixed? Do the laws of nature govern? Are the laws of nature exceptionless?

Theories and Confirmation: Scientists provide theories about the world around us: what is the nature of those theories? Can scientific theories be proven true? How rigorous must testing be for us to accept scientific theories? What do we do if two theories are equally supported by the scientific evidence?

Race and Gender: Do race and gender figure into the biological sciences? Can there be a science of race or gender?

Medicine: Is medicine a science? How does evidence in medicine differ from that of physics or biology?

Scientific Realism: What is the ontological status of entities posited by our best theories? What attitude should we take to those posited entities? Do advancements in science get us closer to truth?

Students are expected to have either a background in the physical sciences or have taken at least one previous philosophy course; both is desirable but not required. This course should be of great interest to anyone engaged in the physical or social sciences and associated fields as well as students of philosophy. Grades will be determined via a midterm, two medium sized essays, brief expositions of the readings, and participation.

PHI 329 WIL
T TH, 12:30-1:50pm

Metaphysics
O'Brian 212

Williams, N
#24075

Metaphysics is concerned with the most fundamental categories of existence. These include events, particulars, properties, persons, facts, and so on. The aim of metaphysical investigation is to provide a unified account of how these categories are connected with one another, in order

to illuminate the basic structure of our world. Within this enterprise, certain relations and processes are of special importance to the metaphysician, these include: causation, persistence, composition, supervenience, and possibility. In some cases it might be argued that certain categories are empty (there is nothing of that type in our world), or that certain relations can be accounted for in terms of the others (they can be 'reduced'). Other times it might be argued that the categories or relations on offer are inadequate for dealing with the world as we know it, in which case new ones may be introduced.

The best way to approach metaphysics is through the consideration of certain problems; as one begins to think about how best to solve these problems, the connections between the many metaphysical problems become clear. With that in mind, this course will pay close attention to five major metaphysical issues (universals; particulars; time; causation; persistence) but in so doing we are likely to touch on most of the topics that fall within the range of metaphysics.

Students are required to have taken at least one previous philosophy course to register. Given the content of the course, more than one previous course is highly recommended.

Grades will be determined via a midterm, short essays and one longer essay.

PHI 334 SHO
T TH, 9:30-10:50am

Environmental Ethics
NSC 216

Shockley, K
#21667

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.

PHI 337 DRY **Bioethics; Social & Ethical** **Dryden, L**
Values in Medicine
M W F, 1:00-1:50pm **Norton 209** **#18071**

Examines current ethical positions and their application to ethical and social questions in medicine.

PHI 337 TA1 **Bioethics; Social & Ethical** **Dowland, S**
Values in Medicine (Nursing)
M W F, 12:00-12:50pm **Clemens 06** **#15259**

Examines current ethical positions and their application to ethical and social questions in medicine.

PHI 337 TA **Bioethics; Social & Ethical** **Krgovic, J**
Values in Medicine (Nursing)
M W F, 8:00-8:50am **Clemens 06** **#11177**

Examines current ethical positions and their application to ethical and social questions in medicine.

PHI 337 TA **Bioethics; Social & Ethical** **Gifford, M**
Values in Medicine
T TH, 8:00-9:20am **Clemens 04** **#11179**

Examines current ethical positions and their application to ethical and social questions in medicine.

PHI 337 HER

**Bioethics; Social & Ethical
Values in Medicine**

Hershenov, D

T TH, 11:00am-12:20pm

Cooke 121

#11175

The course is designed both to provide moral guidance to future medical professionals as well to enable 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 the following contemporary bioethical controversies: abortion, euthanasia/physician-assisted suicide, surrogate motherhood, advance directives, patient autonomy and informed consent. The readings are chosen to provide opposing positions. Most topics 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 philosophy essays. All the required readings will be made available through the library electronic course reserve.

PHI 337 REVIEW SESSIONS: All registered students are required to attend weekly discussion sections. Details will be reviewed by course instructors who will advise of times and locations for required review sessions.

PHI 352 CHO

Eastern Philosophy

Cho, K

M W F, 11:00-11:50am

Baldy 110

#24127

No previous exposure to Asian philosophy is required. The instructor will draw extensively from more recent and resurgent interest displayed at international congresses and symposia related to Asian philosophy. This will meaningfully supplement the reading of our texts. Focusing on recent discussions means at the same time a different way of approaching the Eastern experience of Man, Nature and World. It is an integral, globally comprehensive way of doing philosophy rather than staying within comparative perspectives.

The main text is *An Introduction to Chinese Philosophy*, edited by Karyn L. Lai (Cambridge

University Press), with another required text, *A Philosophical Translation of DAO DE JING* (translated & commented by Roger T. Ames and David L. Hall).

PHI 360 YU	Ancient Philosophy	Yu, J
T TH, 12:30-1:50pm	Clemens 06	#16044

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 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)

PHI 366 GRA	Medieval Philosophy	Gracia, J
Wed, 2:00-4:40pm	NSC 210	#24124

This course is an introduction to the longest period of philosophical development in the West. Most of the readings will be from primary sources, that is, philosophical texts from the medieval period, but they will also be accompanied by some secondary sources that should help the understanding of the primary texts. An important goal of the course is to familiarize students with the philosophical problems and issues that were of concern in the period, so that students can see the similarities and differences between the Middle Ages and other periods of the history of philosophy. Among the problems that will be given special attention are the following: the relation of faith and reason, free will and determinism, arguments for the existence of God, the problem of universals, the problem of individuation. Another important goal is to deepen the general philosophical understanding of students, as well as their ability to grasp philosophical problems and theories. Students should aim to understand the reasons why the problems raised in the Middle Ages were important during the period, the different approaches medieval thinkers favored in dealing with these problems, and the value of the solutions to them they offered. Students are expected to read the assigned materials carefully so that they can understand their relevance, both historically and universally, and they should be able to understand and explain the technical terminology that medieval philosophers used. Finally, students are expected to get a sense of the historical development of the period and of important philosophical works, significant dates, and momentous events of the times.

PHI 489 (w/598) KOR
Mon, 1:00-3:50pm

Philosophy and the Senses
(Sp. Topics) Park 141

Korsmeyer, C
#24070

The five senses—vision, hearing, touch, taste, and smell—have long been recognized as the means by which we learn about the world around us: things, events, other persons, other animals. Most philosophical theories of the senses emphasize the operation of vision and hearing, the so-called intellectual or distance senses. In this tradition, the “bodily” senses of taste, smell, and touch have usually been regarded as merely animal aspects of our nature, relatively dumb, morally dubious, and aesthetically impoverished. However, recent challenges to such assumptions have invigorated interest in the study of the senses and their functions, resuscitating the value of taste, smell, and touch, and investigating their coordination with vision and hearing. This course will examine emerging philosophical perspectives on the senses, including their bodily aspects as “sensations”; their different modes of cognition; and their roles in the arousal of emotions and in moral and aesthetic assessments. Since the revived theoretical interest in the senses is occurring across disciplines, we shall also consider some works by psychologists (e.g. on cross-modal perception); by anthropologists (e.g. on different societies’ views of the senses); and by historians of culture.

PHI 489 SEM-DK
(Crosslisted w/COM467)

Virtual Media Ethics
(Sp. Topics) Online

Kolodczak, D
#24798

The course, *Virtual Media Ethics*, examines issues and information related to ethical concerns inherent in simulated environments. Students explore how and why people use and misuse virtual media in a wide variety of form and function. By considering how things got to be the way they are and why we should care, students investigate the presence, absence, or inherent need for a sense of ethics in the propagation of virtual media. Topics include the ever-emergent iterations of shared media, cyberbullying, privacy, surveillance, net neutrality, the Snowden effect, use of digital data, copyright, copyleft, plus the intriguing 3D immersive worlds structured as games to win or lose, and more. The course is set in the context of social media, gaming culture, journalism, the business of news, government, law, health care, corporate interests, and the global metropolis.

See HUB Registration site for Individual Course Sections with Philosophy Faculty

Meeting Days/Times Arranged with Professors:

PHI 402 Honors Tutorial

PHI 499 Undergraduate Tutorial

Revised 1/29/2014 dk