

Undergraduate Courses » Spring 2009

102 Introduction to Philosophy

Section	Day	Time	Instructor	Room	Reg Number
CHO	MWF	9:00-9:50 AM	Kah Kyung Cho	322 Clemens	303459

The course combines 1. Historical survey of the major epochs of Western philosophy with 2. Critical lecture/discussion of problems that have perennial character and lasting effects on us. Among such problems that demand our special attention are: (a) Is philosophy more, or less, than science? (b) Re-thinking the basic human relation to nature, (c) Is there an alternative to mind-body dichotomy? (d) The place of art for living, (e) Eastern and Western views on philosophy, why and where are they so different? etc.

Text: Robert Solomon, *Introducing Philosophy*, Oxford University Press, 9th edition is the most recent one, but earlier editions (7th, 8th) may also be used
Requirements: 2 quizzes, Mid-term Paper, Final exam.

101 Introduction to Philosophy

Section	Day	Time	Instructor	Room	Reg Number
DPT	TR	11:00-12:20	Randall Dipert	114 Hochstetter	249510

This course is an introduction to philosophy and has no prerequisites. We will be reading and discussing several of the greatest and most influential works in the history of philosophy. We will also be connecting topics we discuss to contemporary issues in science, environmental and cultural studies, and to religion and political science. At the end of the course, the instructor will strike out on his own, and attempt to say what he thinks about ethics, what exists, and what's important in life. Throughout the discussion of the "classics" and especially when proposing his own views, the class will be astonishingly open to questioning and criticism from the class. In other words, we—students and the instructor-- will be *doing* philosophy and not just learning about the views of Great Philosophers. This is both a course *about* famous philosophical conclusions and reasoning, and also about the art of *philosophizing*.

101 Introduction to Philosophy

Section	Day	Time	Instructor	Room	Reg Number
JYU	MWF	4:00-4:50 PM	Jiyuan Yu	109 Knox	270937

This course will introduce students to some of the main branches of philosophy through examining a number of key and traditional philosophical problems associated with each of these areas. To list some of them: What is philosophy? What is Knowledge? How can we know anything? What is Real? Does God exist? Who am I? Do we have free will? What do 'right' and 'wrong' mean? What is the meaning of life? How does the State origin, and many others.

Readings will be assigned from the work of great philosophers who have made various significant responses to these and other problems. The focus will be on the arguments for and against every concept and idea discussed. By following the development of a philosophical position, students are encouraged to critically assess the position for themselves. The course is intended to train and develop the analytical capacities of the students.

Philosophy is not just about how to think clearly. It is about how to live. All the issues discussed are behind how we should lead our lives. The course is also aimed to provide the students with a framework to examine the basis on which one's life should get along.

Text: *Western Philosophy: An Anthology*, ed. By John Cottingham, Blackwell, 1996.

101 Introduction to Philosophy

Section	Day	Time	Instructor	Room	Reg Number
MCG	TR	2:00-3:20	Michael McGlone	112 Norton	042180

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.

107 Ethics

Section	Day	Time	Instructor	Room	Reg Number
BAB	MWF	2:00-2:50 PM	Shane Babcock	228 NSC	398383

We perform various actions that are thought to be morally good, and on the other hand we perform various actions that are thought to be morally bad. But what is it about an action that gives it the status of being morally good or bad? Sometimes there are situations where two actions seem appropriate, but one course of action is better than the other--but what determines that? Sometimes we find ourselves in ethical dilemmas where none of the options open to us seem particularly attractive; but given the choice, what *ought* we to do? Ethics thus is typically concerned with questions concerning what moral agents *ought* to do and what they ought *not* to do. Questions also arise concerning how we ought to live our lives and what it is to live a good life. Furthermore, we often say that people, societies or governments can be good or bad, moral or immoral--but what does this consist in? And is there any *objectivity* to issues of right and wrong, or is the truth on these matters *relative* to peoples' opinions or to points of view of different cultures?

This course serves as an introduction to the various ways philosophers have approached these sorts of questions. In particular we will spend a good deal of time looking at the ethical theories primarily associated with the philosophers Aristotle, John Stuart Mill and Immanuel Kant--both via readings of their classic texts and the works of contemporary philosophers wherein these theories have been further developed or criticized. Grades will be determined on the basis of attendance, participation in class discussion, quizzes and a short writing assignment.

107 Ethics

Section	Day	Time	Instructor	Room	Reg Number
DON	TR	11:00-12:20	Maureen Donnelly	109 Obrian	174690

Ethics is the sub-discipline of philosophy concerned with how we ought to live, both in terms of what specific choices we ought to make, as well as what the overall plans for our lives and society should look like. In this course, we will examine some of the major theories of ethics that have been proposed throughout the history of the subject, as well as some contemporary discussions. Major topics to be covered include: ethical relativism, objectivity in ethics, divine command theory, natural law theory, virtue ethics, deontology, and utilitarianism. We will finish the course by discussing and debating a variety of current applied ethical topics, to be decided by the students. Grades will be based on an in-class debate, two short (3-5 page) position papers, and a longer (8-10 page) final paper.

107 Ethics

Section	Day	Time	Instructor	Room	Reg Number
HAL	TR	9:30-10:50 AM	Steven Halady	17 Clemens	252275

Ethics is the sub-discipline of philosophy concerned with how we ought to live, both in terms of what specific choices we ought to make, as well as what the overall plans for our lives and society should look like. In this course, we will examine some of the major theories of ethics that have been proposed throughout the history of the subject, as well as some contemporary discussions. Major topics to be covered include: ethical relativism,

objectivity in ethics, divine command theory, natural law theory, virtue ethics, deontology, and utilitarianism. We will finish the course by discussing and debating a variety of current applied ethical topics, to be decided by the students. Grades will be based on an in-class debate, two short (3-5 page) position papers, and a longer (8-10 page) final paper.

108 Knowledge & Reality

Section	Day	Time	Instructor	Room	Reg Number
LAF	TR	3:30-4:50 PM	Mark Lafrenz	112 Obrian	257270

This course is an introduction metaphysics and epistemology. Metaphysics is the philosophical study of reality, i.e., of its nature, constitution and structure. Epistemology is the philosophical study of belief and knowledge. Students will find that it is often difficult to separate issues in metaphysics and epistemology.

We'll begin with the subject of knowledge. What is knowledge? Our main concern will be with propositional knowledge, i.e., with knowledge *that* something is so. What are the requirements for such knowledge? What justifies our propositional knowledge claims? Since Plato wrote his dialogues *Meno* and *Theatetus*, epistemologists have tried to identify the essential components of knowledge. A traditional view has it that knowledge is justified true belief, but Edmund Gettier has challenged this view; he maintained that there are cases in which one could have justified true belief but lack knowledge. After addressing the question of what knowledge is, we'll look at skepticism, which is the view that we lack knowledge. Where skepticism is concerned we'll look at some classic sources and at some contemporary readings, both ones that attempt to get evade skeptical doubts and ones that defend skepticism. From there, we'll move on to some contemporary theories of knowledge. The portion of the course on epistemology will conclude with a few readings on the topic of *a priori* knowledge. *A priori* knowledge, if it exists, is knowledge we can have independent of experience.

After addressing the aforementioned topics in epistemology, we'll move on to metaphysics. Our inquiry into metaphysics will begin with the topic of universals and particulars. An example of a universal is Man. We all belong to this universal in virtue of having certain things in common. Where this universal is concerned, particulars—or instances—include you and me. We'll take a look at excerpts from Plato's *Parmenides*, at excerpts from Aristotle's *Criticism of the Theory of Forms*, at the views of William of Ockham and, finally, at Frank Jackson's "Statements About Universals." After addressing universals and particulars, we'll address the topics of induction and causation. Readings will include a chapter of Bertrand Russel's *The Problems of Philosophy*, a selection from David Hume's *An Enquiry Concerning Human Understanding*, an abridgment of Nelson Goodman's "The New Riddle of Induction" and an essay by Hilary Putnam titled "Nelson Goodman's *Fact, Fiction and Forecast*." Induction can be understood in two senses: (1) In the narrow sense, it is an inference to a generalization from its instances; (2) In the broad sense, it is an inference where the claim made by the conclusion goes beyond the claim(s) made the premise(s). Induction has long presented problems for philosophers. Can we know, for example, that the sun will rise tomorrow? It seems that, at best, we're able to make predictive inferences on the basis of available evidence. We will end the course by discussing the question of what connection, if any, exists between our sensory perceptions and the external world. This will present us with issues at the intersection of metaphysics and epistemology. Can we know that reality is as we take it be? Our focus where this question is concerned will be centered on the famous question of whether we can know that we are not brains in a vat being fed our experiences by an evil scientist. Readings will include a selection from Rene Descartes' *Meditations on First Philosophy*, William Poundstone's "Brains in a Vat," Hilary Putnam's "Brains in a Vat" and Yuval Steinitz's "Brains in a Vat: A Different Perspective."

There are no prerequisites for this course, but willingness to tackle sometimes difficult material is presupposed. Grades will be based on quizzes, two short papers and two exams.

115 Critical Thinking

Section	Day	Time	Instructor	Room	Reg Number
COI	TR	11:00-12:20	Dobin Choi	19 Clemens	408637

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.

Arm your brain with Critical Thinking!

Grades will be based on exams, homework assignments in general.

115 Critical Thinking

Section	Day	Time	Instructor	Room	Reg Number
TRE	MWF	1:00-1:50 PM	Frederic Tremblay	6 Clemens	109102

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

117 Professional Ethics

Section	Day	Time	Instructor	Room	Reg Number
BAU	TR	12:30-1:50 PM	William Baumer	228 NSC	363315

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

162 Law Morality Authority

Section	Day	Time	Instructor	Room	Reg Number
EHR	TR	9:30-10:50 AM	Kenneth Ehrenberg	422 Frnczk	097254

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

212 Introduction to Philosophy of Religion

Section	Day	Time	Instructor	Room	Reg Number
TAY	MWF	9:00-9:50 AM	Adam Taylor	322 Filmore	282975

This course will be an introduction to the philosophical investigation of theism. Theism is the belief that God exists. This belief has had various defenders and critics in many societies throughout history. During our investigation we will consider such questions as: Can the existence of God be demonstrated? What is God like? If God exists, then why does God allow bad things to happen to undeserving people? Why doesn't God make his existence directly known to every living being? Has science conclusively proven that theism is false? The course requires no background in philosophy or theology, but intellectual seriousness and commitment to polite discourse is expected.

215 Introduction to Deductive Logic

Section	Day	Time	Instructor	Room	Reg Number
BIT	TR	12:30-1:50 PM	Thomas Bittner	222 NSC	461041

This course is an introduction to the principles of logic. Students will learn to recognize arguments and to understand their basic elements. Students will also learn to evaluate the validity and soundness of arguments. Other topics include: definitions, formal and informal errors of reasoning, and principles of deductive reasoning.

Required text: Patrick Hurley's *A Concise Introduction to Logic* (10th edition). The textbook comes with a key which enables the students to use the supporting material on the text website. All homework assignments and the exams are to be delivered electronically through this website.

The course grade will be based on weekly homework assignments and three exams.

215 Introduction to Deductive Logic

Section	Day	Time	Instructor	Room	Reg Number
COM	MWF	2:00-2:50 PM	Elizabeth Compton	218 NSC	417774

In this class we will study some of the general principles available to us for evaluating arguments. We will cover methods of definition, formal and informal errors of reasoning, and principles of deductive reasoning; we will examine the Aristotelian logic tradition. Grades will be based on homework, quizzes, exams, and attendance. No previous philosophy classes are required; students who have already taken PHI 115 or 315 may wish to consult the instructor regarding the suitability of the course.

215 Introduction to Deductive Logic

Section	Day	Time	Instructor	Room	Reg Number
DUF	MWF	9:00-9:50 AM	Leigh Duffy	112 Obrian	436288

This course is an introduction to the principles of logic and deductive reasoning. We will review concepts from PHI 115: validity and soundness, fallacies, argument diagrams, etc. Using these skills, we will then evaluate and translate arguments into symbolic form and look at truth tables and Venn diagrams.

Grading for this class will rely heavily on homework assignments.

221 Introduction to Philosophy of Science

Section	Day	Time	Instructor	Room	Reg Number
KOC	TR	8:00-9:20 AM	Hylarie Kochiras	322 Clemens	129684

In this course, we examine the relationship between science and philosophy, the increasing dominance of empiricism, and the nature of some empirically elusive entities. We consider an early example of the verificationist principle, and then its much later role in the logical positivist program, along with the logical positivist program generally. Other topics include the nature of scientific revolutions, and the realism-antirealism debate. Readings include works by Carnap and Quine. This course presumes a background in philosophy.

238 Philosophy of Law

Section	Day	Time	Instructor	Room	Reg Number
EHR	TR	12:30-1:50	Kenneth Ehrenberg	109 Obrian	143375

This course is an introduction to a very broad area of philosophical interest. It will cover the relation between law and morality, the nature of legal legitimacy and authority, the nature and justification of criminal punishment. We will canvass several theoretical understandings of legal interpretation and cover a few key recurring questions in legal theory like evidence, punishment, etc. Some prior familiarity with or study of philosophy or philosophical texts is highly recommended.

298 Science and Religion (Special Topics)

Section	Day	Time	Instructor	Room	Reg Number
BEE	Tuesdays	6:00-8:40 PM	James Beebe	14 Knox	266839

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.

315 Symbolic Logic

Section	Day	Time	Instructor	Room	Reg Number
BRN	MWF	10:00-10:50 AM	David Braun	14 Knox	280791

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.

320 Philosophy of Mind

Section	Day	Time	Instructor	Room	Reg Number
BRN	MWF	1:00-1:50 PM	David Braun	218 Norton	363815

We will discuss some fundamental questions about the nature of minds and mental states, and what is sometimes known as “the mind-body problem”. Are minds and mental states physical or non-physical in nature? Are mental states just complex dispositions to behave in certain ways? Are mental states identical with certain kinds of brain states? In what respect (if any) is a mind like a computer? Could a purely physical object be conscious? How can a mental state represent something, or be *about* something? Could a physical state of a brain or computer do this? Our consideration of these questions will begin with arguments for and against several theories of the nature of minds and mental states, including dualism, materialism, behaviorism, and functionalism. The course will emphasize readings in contemporary philosophical literature. Pre-requisite: one prior course in philosophy. Requirements: several papers and exams.

333 Epistemology

Section	Day	Time	Instructor	Room	Reg Number
BEE	TR	12:30-1:50	James Beebe	422 Frnczk	112414

This course is an upper-level introduction to epistemology, the philosophical study of knowledge and justified belief. Questions to be discussed include: What is knowledge? What distinguishes knowledge from mere true opinion? When is a belief rational? Can we be sure that we know what we think we know? What are the sources of knowledge? In order to have knowledge, is it necessary for me to know that I have knowledge? Prerequisite: At least one prior philosophy course.

335 Contemporary Ethical Theory

Section	Day	Time	Instructor	Room	Reg Number
SHO	MW	5:30-6:50 PM	Kenneth Shockley	210 NSC	265849

This course will introduce the student to ethical theory. If applied ethics is the study of the application of moral concepts, principles and guidelines, ethical theory is the study of the nature and justification of those moral concepts, principles and guidelines. The goals of this course are, first, to gain a theoretical understanding of some of the central issues of contemporary ethical theory and, second, to consider how one might reason about fundamental issues regarding the nature of value and morality. The abstract nature of this investigation allows us to address some of the most pressing questions of morality. How different are facts and values? Are determinations of right or wrong based on something more than our feelings, agreements, or social conventions? When I judge an act to be right, am I describing or identifying some property in the world? Or is this judgment the expression of some attitude I have regarding that act? These questions, we will see, are oriented around the overriding theme of this course: what is the nature of morality?

Students will be assumed to have at least a passing familiarity with the basic elements of Aristotle's *Nicomachean Ethics*, Mill's *Utilitarianism*, and Kant's *Groundwork of the Metaphysics of Morals*. A previous course in introductory or applied ethics should be sufficient preparation.

337 Social & Ethical Values in Medicine

Section	Day	Time	Instructor	Room	Reg Number
D	MWF	1:00-1:50	Lee Dryden	103 Clemens	208624

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. 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

TEXTS:

Course Packet - available in UB Bookstore

Elements of Moral Philosophy, James and Stuart Rachels (fifth edition) (2007)

Contemporary Readings in Biomedical Ethics, Walter Glannon (2002)

337 Social & Ethical Values in Medicine

Section	Day	Time	Instructor	Room	Reg Number
FLI	TR	9:30-10:50 AM	Len Flier	19 Clemens	446882

This course is designed as a general introduction to issues in bioethics for non-philosophy majors. Topics to be addressed include abortion, stem-cell research, commercial surrogacy, euthanasia, organ transplantation, genetic engineering, patient-physician relationships, clinical research, and health care reform. As such it is intended to give a general, broad, and selective topical overview of pertinent issues within the field. No general understanding of philosophy is assumed, nor is anything else really required for the course except the willingness to do some detailed reading and to engage in critical thinking and reflection upon certain contemporary issues within bioethics. The objective of this course is primarily to help students get a firmer grasp upon what is involved within areas of contemporary bioethics, better formulate their own reasons for certain positions, and be able to articulate and give reasons for why somebody ought to adopt one position over another. This course will be somewhat reading intensive in that students will be expected to be prepared to engage in group discussion of one or two scholarly articles per class meeting. However there will be very little in the way of research requirements apart from the reading assignments: the goal is to be able to assimilate and think critically about the views presented in the readings.

337 Social & Ethical Values in Medicine

Section	Day	Time	Instructor	Room	Reg Number
HER	MWF	12:00-12:50 PM	David Hershenov	101 Baldy	135762

The course will examine current bioethical controversies surrounding abortion, euthanasia and physician-assisted suicide, embryonic stem cell research, the definition and criterion of death, increasing the supply of organs for transplant, commercial surrogate motherhood, human cloning, and biologically enhancing of people. 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, David Velleman and Frances Kamm on euthanasia and physician-assisted suicide, Michael Sandel and Frances Kamm on biological enhancements, Alan Shewmon and James Bernat 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. All the readings will be placed on the library electronic course reserve so students will not have to buy any texts or course readers.

337 Social & Ethical Values in Medicine

Section	Day	Time	Instructor	Room	Reg Number
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PRY MWF 11:00-11:50 AM [Russell Pryba](#) 101 Baldy [192109](#)

In this course we will examine ethical issues in the field of medicine. No knowledge of philosophical ethics will be assumed however important normative ethical theories will be introduced in order to frame the discussion of specific moral problems that arise in the course of practicing medicine. Over the course of the semester we will examine the issues of abortion, physician-assisted suicide, resource allocation, stem cell research and cloning, whether health care is a right or a privilege and other prominent ethical issues in medicine. The aim of this course is not to advocate for any position on any particular issue but rather to provide students with the critical tools to examine various arguments on the basis of their merits. As many of the issues in this field are contentious intellectual maturity on the part of the student is essential.

337 Social & Ethical Values in Medicine

Section	Day	Time	Instructor	Room	Reg Number
ROS	TR	2:00-3:20 PM	Ernesto Rosen Velasquez	280 Park	359499

In this course we will examine social and ethical issues in the field of medicine. No knowledge of philosophical ethics will be assumed. Over the course of the semester we will examine topics such as the nurse-patient relationship, enhancements, organ donation, race based medicine, gender and health care, commercial surrogacy, illegal immigrants and health care, and debates about disability and normalcy.

337 Social & Ethical Values in Medicine

Section	Day	Time	Instructor	Room	Reg Number
SMI	TR	2:00-3:20	Susan Smith	101 Baldy	310287

This is an introductory course which will address contemporary ethical issues in medicine. Students will be introduced to some of the prominent ethical theories in philosophy (utilitarianism, Kantian theory, Virtue ethics, etc.) and will examine contemporary problems in medicine within these frameworks. Topics to be covered include: research on human subjects, patient-professional relationship, human genetics, reproduction, organ transplantation, death and dying, race and medicine and biotechnology. No prior knowledge in ethical theory is presumed for this course but students will be expected to critically examine the various issues in an intellectually mature manner. Course requirements will consist of a class presentation, quizzes, mid-term, final and completion of required readings.

Textbook: Contemporary Issues in Bioethics (7th ed.) , Beauchamp, Walters, Kahn and Mastroianni, Thomson-Wadsworth Publishing, 2008.

Additional readings will be provided by the instructor electronically.

345 Aesthetics & Philosophy of Art

Section	Day	Time	Instructor	Room	Reg Number
KOR	MWF	11:00-11:50 AM	Carolyn Korsmeyer	4 Knox	263687

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 sometimes be accompanied with visual materials (slides, videos), and other examples of art.

346 Philosophy in Literature

Section	Day	Time	Instructor	Room	Reg Number
DON	TR	9:30-10:50 AM	Maureen Donnelly	210 Obrian	189904

The primary purpose of this class is to see how philosophical positions (concerning, e.g., free will or virtue) might

be represented within literary works. We will also consider whether (and if so how) literature can be used to support, expand, or criticize a philosophical theory. Readings will include both philosophical texts and literary texts (including selections from, among others, Sophocles, Shakespeare, Heinrich von Kleist, Henry David Thoreau, and Henry James). Students should be prepared for a fair amount of reading. Grades will be based on short written assignments, class presentations, and one paper.

370 Early Modern Philosophy

Section	Day	Time	Instructor	Room	Reg Number
KOC	TR	9:30-10:50 AM	Hylarie Kochiras	101 Baldy	457487

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.

380 19C Phil: Kant-Nietzsche

Section	Day	Time	Instructor	Room	Reg Number
LAW	TR	11:00-12:20	James Lawler	422 Frnczk	297518

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 England, 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.

398 Introduction to Inductive Logic (special topics)

Section	Day	Time	Instructor	Room	Reg Number
DPT	TR	12:30-1:50	Randall Dipert	218 Norton	235821

Deductive logic is the only subject of most logic courses (such as UB's PHI 215 and 315): deductive logic involves only reasoning that is absolutely certain or conclusive. If X is true, then Y, without any doubt, is true too. **Inductive logic** or, in its broadest sense all forms of non-deductive logic, describes methods of reasoning that aim for the truth, but with maneuvers that do not guarantee truth. Inductive logic produces likely truths, or measures the likelihood of their truth, without guaranteeing anything like conclusive certainty. Our topics will include: (1) Mill's Methods of inferring probable truths: we'll actually apply these to examples (2) Modern Probability theory (some easy

mathematics here), (3) The philosophy of probability: what does it mean even to say an event will *probably* occur? (4) Bayes' Theorem and its Remarkable implications, (5) Advanced data-analysis techniques like curve fitting and determining statistical factors, (6) Paradoxes and puzzles of contemporary probability theory, such as the Monte Hall (of *Let's Make a Deal*) Problem.

There will be three or more tests on which students will have been coached with sample questions, and two short papers: one very short (1-2 pp) on the mathematics, history, or philosophy of probability and combinatorics and another, slightly longer one of 2-3 pages.

454 Chinese Philosophy

Section	Day	Time	Instructor	Room	Reg Number
JYU	MWF	5:30-6:20 PM	Jiyuan Yu	218 Norton	075543

This course is an introduction to Ancient Chinese philosophy, examining the basic assumptions, methods, terminologies, and doctrines of major Chinese philosophers in the classical period, including Confucianism, Daoism, Mohism, Yangism, and Legalism. We will also briefly introduce Buddhism and Neo-Confucianism. The course assumes no background in Chinese language or culture. Course sessions will combine lectures, seminars and discussion.

Evaluation: one short seminar presentation, one term paper, and a final exam.

Textbook: Wing-Tsit Chan, *A Source Book in Chinese Philosophy*, Princeton, 1963