

PHL 301

Introduction to Philosophy

Daniel Bonevac

This course introduces the central problems of philosophy. It considers solutions proposed by the greatest thinkers of the Western philosophical tradition, and some from non-Western traditions as well.

We will begin by asking what it is to be human, and reflect on the importance of this question for how we live our own lives. Are we minds and bodies? Just minds? Just bodies? What difference does it make? What is it to lead a good human life?

We will then move on to questions in the theory of knowledge: What is knowledge? How do we get it? What can we know?

Finally, we will raise some of the basic questions of metaphysics: What is there? What is a thing? Do things have essences? Is reality independent of our minds? Is there a God?

Required Texts

Daniel Bonevac and Stephen Phillips (ed.), *Introduction to World Philosophy*. Oxford University Press, 2009.

Requirements

Three exams (two midterms and a final)
Homework essays

PHL 301K/WCV 303: Ancient Political Philosophy

An introduction to the political ideas and theories of the ancient Greeks and Romans. We will focus on primary texts by Plato, Aristotle, Cicero and Augustine of Hippo, supplemented by some selections from the Greek historian Thucydides and the political school of thought known as the “Sophists”. About one-third of the course will be devoted to role-playing game, *The Threshold of Democracy: Athens in 403 B.C.* This game is part of a “Reacting to the Past” method developed at Barnard College. Students will be assigned different roles, e.g. Thrasybulus, a radical Democrat, Oligarch, Supporter of Socrates, Rich Athlete--derived from the historical setting, each role being defined largely by its game objective--exonerate Socrates, banish Socrates, condemn him to death. Students will determine on their own, however, how best to attain their goals, though they will receive guidance from important texts in the history of ideas

The heart of each game is persuasion. For nearly every role to which you will be assigned, you must persuade others that your views make more sense than those of your opponents. Your views will be informed by the texts cited in your game objectives, and the more you

draw upon these texts and the more cleverly you draw upon them, the better. You have two ways of expressing your views: orally and in writing. Both will be graded.

Before and after the game, the course will be conducted in the usual lecture and discussion format, punctuated by two in-class exams.

Grading Policy

Your grade will be based on the following: (1) regular class attendance, careful preparation of the readings, and active participation in the games: 10%,

(2) six analytical outlines:20%.

(3) points earned (as part of a group) in “Reacting to the Past” simulation: 10%,

(4) approximately three writing assignments -- speeches, newspaper articles, poems, or whatever written expression that enables you to persuade your fellow students in the context of the “Reacting to the Past” simulation -- totaling about ten pages: 20%,

(5) two exams (the first 15%, the second 25%).

Timely submission of all work is essential.

Texts

The Threshold of Democracy Athens in 403 B.C.; Plato, *The Republic* (Penguin); Thucydides, *On Justice, Power and Human Nature*: Selections from *The History of the Peloponnesian War* (edited by Paul Woodruff); Cicero, *The Commonwealth and the Laws*, and *On Duties*.

301 L—Introduction to the History of Modern Philosophy:

The course will consider a number of philosophical issues in the writings of some major historical figures from the “modern” (17th-18th centuries) period. Beginning with Galileo and Descartes on perception, we will consider diverse aspects of Cartesian rationalism and its mind-body dualism, along with a short passage (on BLACKBOARD website) from Malebranche. We will proceed to the British empiricist tradition’ as found in Berkeley and Hume, and Kant’s “Critical Idealism” that attempts to respond to the basic problems raised by Descartes, Berkeley and Hume –about “causation,” knowledge, perception, mind-body interaction. Finally we will consider the “debate” between Hume’s empiricist approach to ethics –his “moral sense” and “utilitarian” views— and Kant’s emphasis on reason, “duty” and obligation. If time permits we will briefly look at some 19th century reactions to Kant in Nietzsche and Mill.

GRADING:

There will be 3 exams— Exams 1 and 2 = 30% each
Exan 3 = 25%
participation in discussion sections will count 15 %.

303 Human Nature **BJURMAN-PAUTZ, A**

This course examines theories of human nature, such as those of Plato, Aristotle, Christianity, Hume, Hobbes, and Freud. Topics covered include the question whether there is a distinctive human nature, free will, and the problem of justice.

Grading Policy

Midterm: 40%

Final Exam: 40%

Two response papers: 5% each

Class participation will be rewarded

Texts:

- Theories of Human Nature: Classical and Contemporary Readings, Abel, Donald C.
- Theories of Human Nature, Loftson, Peter
- Other material will be posted on Blackboard

PHL 302C Ethics and Enlightenment **Spring 2010**

Burdine 216, MWF 1-2

This course surveys the principal ethical theories and attitudes to grow out of the major Indic religions, Hinduism, Buddhism, and Jainism, and their concern with an experiential enlightenment. Contrast with two Western theories, the Kantian theory of duty and the utilitarianism of John Stuart Mill, will help us evaluate the Eastern views. Also, the Chinese theory of virtue ethics fashioned by Confucius will occupy us, as will the modern enlightenment theory of the Japanese philosopher, Nishitani Keiji. The course will close with examination of modern Indian positions called neo-Vedanta and the ethical dimensions of yoga.

Reading: TBA

Grading: three homework essays out of four opportunities = 30%; midterm exam = 20%; best two of three glossary quizzes = 10%; final exam = 40%.

Homework essays will be on topics posted on the Web and should run one-to-two pages (12-pt font, double-spaced, and reasonable margins).

PHL 304 CONTEMPORARY MORAL PROBLEMS

TIME AND DAYS: MW, 10-11 or I1-12, and assigned discussion section. Discussion sections begin after class, NEXT Wednesday, Sept. 2.

INSTRUCTOR: Dr. Chuck Krecz, 423 Waggener Hall, Monday and Wednesday, 12:00-1:00, and by appointment.

DESCRIPTION: An introduction to ethics by way of an examination of a number of contemporary moral problems, including problems of abortion, sexual morality, capital punishment, and pornography and hate speech.'

TEXT: SOCIA

L ETHICS, ed. by Mappes and Zembaty, McGraw-Hill, seventh edition.

REQUIREMENTS: Attendance at lecture is required. Attendance at discussion section is required. There will be four exams, each worth 20% of the grade. Discussion section will be graded and will count 20%. All exams take place in the lecture classroom. There will be no comprehensive final. Except in extenuating circumstances, make-up exams will cost one full letter grade. Teaching assistants are responsible for discussion section, grading exams and make-up exams.

GRADE REVIEW POLICY: Students who need to have tests reviewed should see their TA first. If there is still a problem, see me (Krecz) during my office hours or by appointment. A reviewed test should be signed by the TA, indicating that he or she has first discussed the problem with the student.

Reading Assignments and Testing: We shall read the following from Mappes, in the order listed. Test dates tentative. Study questions provided for Tests 1-3, but NOT for Test 4. Tests are either essay or a combination of essay and objective questions.

Test 1: Abortion chapter 1, (September 23)

Test 2: Sex and Marriage, chapter 4, (October 19)

Test 3: The Death Penalty, chapter 3, (November 9)

Test 4: Pornography and Hate Speech, chapter 5, (December 2).

PHL 305 and RS 305: Intro to the Philosophy of Religion

Spring 2010

Professor A. Martinich

Office: WAG 416A

Office hours:

Teaching Assistants:

Description: This course investigates four different attitudes that have been held about the relation of humans to God. First is an ancient view according to which God's existence is presupposed and all events are interpreted as expressions of God's will. Second is a medieval view according to which the existence of God and his various attributes are suitable subjects for proof and argument. Third is a modern view according to which God exists but little is known about him through reasoning. Fourth is a contemporary view according to which God is assumed not to exist, and it is asked whether anything has any value and whether human life has a meaning. Although the course is divided historically, our goal will be to identify what is true or false, rational or not rational about the views expressed in each.

Note: This is *not* a course in world religions.

Books:

The Bible (preferred: *New Oxford Annotated Bible Student Edition* or *Harper Collins Study Bible*. Also acceptable: *The Access Bible*, *Catholic Study Bible*, *New English Bible* (Study Edition), or *New American Bible*) (The NIV translation is fine; but most accompanying commentaries are misleading for the purposes of this course.)
The Major Works, Anselm of Canterbury (Oxford UP)
Leviathan, Thomas Hobbes (edited by either Curley, Gaskin, Martinich, or Tuck)
Twilight of the Idols and the Anti-Christ by Friedrich. Nietzsche (ed. Tanner)
Philosophical Writing 3rd ed., A. P. Martinich

Requirements and Grading:

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|-----------------------|-----------|
| 1 st test: | 20% |
| 2 nd test | 30% |
| Final exam: | 40% |
| Class participation: | 10% (+ 2) |

PHL 610QB
Spring 2010

Mark Sainsbury
Philosophy

Problems of Knowledge and Valuation

Second semester: Descartes and Hume; knowledge and mind.

The aim of this semester is to introduce topics in epistemology and metaphysics, initially through the works of two major philosophers, René Descartes (f. 1670) and David Hume (f. 1750). They will serve to introduce two main themes: the nature of knowledge and skepticism; and the nature of the human mind and action.

Descartes is known for two highly influential ideas. His *skepticism* arises from his reflection that we might be deceived by an “evil demon” who makes it seem as if our

ordinary world exists whereas in reality there is nothing. Although Descartes hoped to defuse skepticism, it has lived on, inspiring not only generations of philosophers, but also leaving its mark in such movies as *Matrix* and *Solaris*. Descartes' *dualism* is his view that mind and body are entirely distinct. This view has been supported by religious thinkers, by many philosophers impressed by the distinctive character of consciousness, and by some defenders of free will.

Hume's *Enquiry* is famous for supposedly arguing for a form of skepticism that Descartes did not explicitly consider: skepticism about whether the future will resemble the past. His discussion of this issue is closely intertwined with a remarkable theory of causation, a theory which led him to hold that an action can be free, and so can merit praise or blame, even though it is causally determined.

Main Readings

Descartes, René: *Meditations on First Philosophy*

Hume, David: *Enquiry Concerning Human Understanding*. 1745

There will also be a course packet with supplementary material.

Requirements

12 Reports (2 marks each) to be delivered at sections in hard copy.

3 short essays, maximum 1000 words each (12 marks each)

1 term paper 3000 words (40 marks).

Deadlines for these assessed pieces of written work will be announced on the first day of classes. Grades will not be decorated. There is no final examination. Attendance will be taken.

Presentations

Students are encouraged to make 15 minute presentations for extra grade (max 6 points).

PHL 329K: History of Ancient Philosophy: Spring 2010

Professor: R.J.Hankinson Office: WAG 409 Office Hours: T*Th 11-12

TA:

Policy on Academic Dishonesty

The University and the Department of Philosophy take a very serious view of academic dishonesty. Any suspected cases of plagiarism or cheating of other kinds will be reported to the relevant authorities. If you are unsure as to what constitutes plagiarism, consult the relevant sections of the student handbook.

The class will be graded as follows:

3 in-class tests: 20% each

1 paper: 40%

Participation and attendance (awarded at the discretion of the TA): 10%

T J 15: Introduction
Th J 17: AGP pp. 1-23

T J 22:AGP pp. 24-41
Th J 24: AGP pp. 42-58

T J 29: AGP pp. 59-63, 76-9
Th J 31: AGP pp. 64-71

T F 5: AGP pp. 89-114
Th F 7: AGP pp. 141-53

T F 12: AGP pp. 181-202
Th F 14: AGP pp. 203-217 (86c), pp.243-7 (72d-76e)

T F 19: AGP pp, 217-228
Th F 21: AGP pp. 229-54 (84b)

T F 26: AGP pp. 254-81
Th F 28: General

T M 4: General
Th M 6: FIRST IN-CLASS TEST

T M 11: SPRING BREAK
Th M 13: SPRING BREAK

T M 18: AGP pp. 331-59: FIRST PAPER DUE
Th M 20: AGP pp.360-417

T M 24: AGP pp. 418-44
Th M 27AGP pp. 449-76

T A 1: AGP pp. 477-508 (518d)
Th A 3: AGP PP. 645-75

T A 8: AGP pp. 676-93, 758-60
Th A 10: AGP pp. 694-719

T A 15: AGP pp. 809-31
Th A 17: AGP pp. 832-45

T A 22: AGP pp. 845-52
Th A 24: AGP pp. 852-63

T A 29: General)
Th M 1: SECOND IN-CLASS TEST; SECOND PAPER DUE:

Medicine, Ethics, and Society
Spring, 2010

Jeff Leon, Ph.D.

Description:

The application of ethical theory to medical practice is an important part of modern public policy. We look at several approaches to ethics and several areas of medicine to gain insights into medical ethics.

Text:

Steinbock, Arras, London (eds.), *Ethical Issues in Modern Medicine*, seventh edition (McGraw-Hill, 2009).

Evaluation:

Five Quizzes: 10% total for all five.
2 three page essays: 15% each.
2 Midterm Exams: 15% each.
Final Exam: 30%

323k-w—METAPHYSICS:

A survey of the arguments and views in selected “classic” works: Plato- (SOPHIST, THAETETUS, PHAEDO); The medieval figures and the “debate” over universals and particulars: , Boethius, Abelard, Scotus –(in P. SPADE: 5 TEXTS ON THE MEDIEVAL PROBLEM OF UNIVERSALS), “classic” works of the 20th century—Russell (PROBLEMS OF PHILOSOPHY), Moore Kant’s critical idealism in his pamphlet (PROLEGOMENA TO ANY FUTURE METAPHYSICS)—and some (“Refutation of Idealism” paper on the web and on Blackboard), Quine (paper on the web and on Blackboard: “On What There Is”). Armstrong, selections to be chosen.

2 EXAMS 30 % each and 2 papers 20% each

PHL 347: PHILOSOPHY OF LAW
Spring, 2010

Jeff Leon, Ph.D.

Description:

What is Law? What is the relationship between law, politics, and ethics? We will address these questions and

elucidate some of their implications for issues in legal reasoning.

Text:

Schauer and Sinnott-Armstrong, *The Philosophy of Law*(Oxford, 1996).
Other material to be made available via handouts.

Evaluation:

One 5-7 page paper: 20%
2 Midterm Exams: 20%
Last Exam: 30%
Attendance and Participation: 10%

PHL 354

History of Christian Philosophy

Daniel Bonevac

Course description

Christianity arose from Judaism in a Hellenistic world. Christian thinkers immediately began developing their theological views in the context of Greek philosophical thought. Starting with Paul, and continuing through the Reformation, we'll look at philosophical contributions of the central thinkers of the Christian tradition. Among the thinkers we'll discuss are Tertullian, Origen, Athanasius, Augustine, Anselm, Aquinas, Duns Scotus, Ockham, Luther, and Calvin. We'll focus on a variety of philosophical issues, falling into three main categories:

Ethics: What is virtue? How do we tell right from wrong? Does what is right depend on God's command? How do we explain the fact that the Bible depicts God, in the book of Joshua, for example, commanding what appears to be evil? Can our conscience be our guide? What does the Fall imply about ethical knowledge and conduct? What is weakness of will, and why do Christian thinkers from Paul onward consider it central?

Epistemology: How is it possible to know anything about God? How should Christians interpret the Bible? What epistemic authority does it have? How does epistemic authority arise in religious matters, and how can it be transferred? Are religious experience and testimony legitimate sources of religious knowledge? What is the relationship between faith and reason? To what extent are we capable of understanding God?

Metaphysics: How can God be both three and one? What is substance? What are essences? Are there forms or universals? If so, what are they? Did God create the universe? If so, how? Are there arguments for God's existence? What is God's nature? Do human beings have free will? Is freedom compatible with divine foreknowledge?

Required Texts

Augustine, *Confessions*, Oxford University Press
Anselm of Canterbury, *Major Works*, Oxford University Press

Thomas Aquinas, *Selected Philosophical Writings*, Anchor Books
Martin Luther, *Selections from His Writing*, Oxford University Press
John Calvin, *Institutes of the Christian Religion*, Baker Academic

Requirements

A takehome essay midterm exam, 5-7 pages long, due before spring break.
A takehome essay final exam, 5-7 pages long, due in May.
A research paper, 5-10 pages long, due in May.

PHL 356: Yoga as Philosophy and as Practice

This course surveys the origins of yogic practices in early Indian civilization and traces the development of Yoga philosophies through the Upanishads, BHAGAVAD GITA, YOGA-SUTRA, Buddhist, Jaina, and tantric texts, as well as works of neo-Vedanta. We shall try to identify a set of claims common to all classical advocates of yoga. We shall look at both classical and modern defenses and criticisms, especially of alleged metaphysical and psychological underpinnings of the practices. No previous background in Indian philosophy is necessary, but students with no previous course work in philosophy or in psychology should contact the instructor.

Reading (probable):

(books:)

Tantric Yoga and the Wisdom Goddesses, David Frawley
Yoga, Karma, and Rebirth, S. Phillips
Yoga-sutra, tr. Edwin Bryant

a packet of photocopies
on-line publications as designated on the syllabus

Requirements (probable):

Midterm exam (50% on glossary items): 25%
Short paper: 25%
Final exam: 50%.

Phl 361K
Spring 2010

The Metaphysics of Tolkien & the Inklings

We will look for metaphysical and ethical themes and questions that arise from reading the mythopoetic literature of J. R. R. Tolkien and his friends at Oxford, known as "The Inklings" (C. S. Lewis, Owen Barfield, and Charles Williams). We will also look at selections

from classical and medieval literature and mythology (including Homer's *Odyssey*, *Beowulf*, Virgil's *Aeneid*, and Dante's *Inferno*), in order better to understand the historical and literary roots of the twentieth century works. Finally, we will read non-fiction written by the Inklings and their friends (including Dorothy L. Sayers and Austin Farrer), both philosophical and literary in character, in order better to shed light on the philosophical underpinnings of the group. Some recurring themes: good and evil, words and metaphors, sub-creation, freedom and destiny, nature and technology, courage, hope and death.

Texts

J. R. R. Tolkien, *The Lord of the Rings* (trilogy); *The Silmarillion*.
C. S. Lewis, *That Hideous Strength*, *The Silver Chair*, and *The Abolition of Man*.
Charles Williams, *Descent into Hell*.
Owen Barfield, *Saving the Appearances*
Verlyn Flieger, *Splintered Light*
Peter Kreeft, *The Philosophy of Tolkien*.
Dante's *Inferno* (translated by John Ciardi).

In addition, there will be selections of other works available through the UT Libraries e-reserves.

Evaluation

Five short (250-300 word) reaction papers. 20%.
Term paper outline (due Nov. 4) and rough draft: 10% each.
One 10-12 page term paper: 20%.
Two essay exams: 20% each.
Class participation: 20%.

PHILOSOPHY 365: PHILOSOPHERS OF PROCESS

Days and Time: MWF 1-2

Instructor: Dr. Chuck Krecz, Wag 423, Monday and Wednesday, 12-1, and by appointment.

Course Description: An examination of process philosophy, one of the major metaphysical movements of the twentieth century, including philosophers such as James, Dewey, and Whitehead.

Text: *Philosophers of Process*, ed. By Douglas Browning and William Myers, Fordham University Press. Also recommended is, "Objects and Events", by Charles Krecz, *The Southern Journal of Philosophy*, on reserve in the reading room, third floor Waggener Hall.

Readings:

1. Early Process Philosophy: Read Browning's Preface, and the William James, Nietzsche, and Bergson selections. Read Nietzsche first.

2. John Dewey: Read the Dewey selections.
3. Read the Whitehead, Hartshorne and Krecz selections.

Requirements: Attendance at lecture and two major essay examinations, probably take-home and typewritten. Also, the student will keep a continuing journal throughout the semester, to be checked during the semester and to be handed in, in an abbreviated typewritten form, at the end of the semester (last class day).

Grading: Each of the three assignments will count approximately 1/3 of the grade, with classroom participation deciding borderline cases.

ASSIGNMENTS: Dates tentative

1. Take-home exam, Feb. Due
 2. Journal Check: March .
 3. Take-home exam, April 18. Due April 25.
 4. Type-written and edited version of journal, May 6.
- You should be writing in your journal from here on out.

Philosophy 366K
Existentialism
Higgins
Spring 2010

“Existentialism” was hardly a philosophical movement in the traditional sense, for few of its major figures would have described themselves as existentialists. And yet the existentialists do represent a movement in the sense that they sharing certain concerns, such as emphasis on how reflective thought relates to our actual lives, skepticism regarding reason, reevaluation of traditional approaches to ethics, and insistence on passionate engagement as essential for a meaningful life. Among the figures we will consider are Søren Kierkegaard, Friedrich Nietzsche, Jean-Paul Sartre, Albert Camus, Martin Heidegger, and Simone de Beauvoir.

TEXTBOOKS:

- Albert Camus, *The Stranger*
- Albert Camus, *The Fall*
- Robert C. Solomon, ed. *Existentialism, 2nd edition*
- Friedrich Nietzsche, *Thus Spoke Zarathustra* (trans. Martin)
- Robert C. Solomon, *From Rationalism to Existentialism*

Recommended (Optional):

- Jean-Paul Sartre, *Being and Nothingness*
- Robert C. Solomon, *Introducing the Existentialists*

GRADING:

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| "7 Principles of Highly Effective Daoists" assignment (1 page) - - | 5% |
| Exam I - | 10% |
| Exam II | 10% |
| Rough draft of term paper (7-10 pages) - - | 10% |
| Peer review of another student's paper | 5% |
| Final project (3 pages) - | 5% |
| Final Draft of term paper - | 10% |
| Participation (includes participation in a debate or presentation) | 10% |

WRITING ASSIGNMENTS: 70% of final grade

PHL 375M The Manifest Image and the Scientific Image

Prerequisites

Nine semester hours of coursework in philosophy.

Course Description

This course covers the relationship between the manifest image of the world (the world as it appears in ordinary experience) and the scientific (the world as described by science). Many have held that the images conflict. Topics covered include the mind-body problem, personal identity, free will, color, and the passage of time.

Grading Policy

Midterm exam: 20%

Final exam: 20%

Draft of paper 1: 5%

Paper 1: 25%

Draft of paper 2: 5%

Paper 2: 25%

Class participation will be rewarded

Texts

All readings will be provided on blackboard.

323M, Philosophy of Mind Course Description **PAUTZ, A**

Prerequisites

6 semester hours of coursework in Philosophy

Course Description

This course examines the place of the mind in the physical world. Topics covered include the reduction of the mind to the brain, whether a machine could think, intentionality, consciousness, and personal identity.

Grading Policy

Midterm: 40%

Final Exam: 30%

Final Paper: 30%

Class participation will be rewarded

Texts:

- Philosophy of Mind and Cognition, Jackson and Braddon-Mitchell
- Philosophy of Mind: Classical and Contemporary Readings, Chalmers (ed.)

PHL325K – Ethical Theories

Substantial Writing Component

T*TH 12.30-2.00pm

This course will consider three classic moral theories in detail, those of J. S. Mill, W. D. Ross and I. Kant – otherwise known as Utilitarianism, Intuitionism and Kantianism. We will do this by studying one classic text by each author in detail.

Texts

J. S. Mill Utilitarianism ed. G Sher (Hackett)

W. D. Ross The Right and the Good ed. P. Stratton-Lake (Oxford: Clarendon Press)

I. Kant Groundwork of the Metaphysics of Ethics tr. M Gregor (Cambridge: Cambridge University Press)

There will be some supplementary reading but the main focus will be these three comparatively short works.

Written requirements: 2 papers of 1,000 words each and a term paper of 3-4,000 words. This is a Writing Course, and a specified percentage of the grade for each paper will be given for writing quality alone.

These assignments will generate 80% of the course grade; the remainder will be determined by other criteria.