PHIL. 100 Introduction to Philosophy  
CRN: L 18480/ D 17339  
MTRF 1:00pm - 3:55pm - Hurwitz, M.  
Philosophy is about asking deep questions and probing the limits of our knowledge. Since this involves questioning what we have been told, what we strongly believe, and what we normally take for granted, doing philosophy requires a mix of rebelliousness and humility. The overall aim of this course will be to provide a general sense of and appreciation for the discipline of philosophy, and to develop skills in critical thinking and scholarship. We will explore central philosophical questions about value, reality, and freedom by studying some of the most influential works in the history of Western Philosophy.  
(Gen Ed: Individual and Society)

PHIL. 101 Critical Thinking  
CRN: L 20602/ D 20603  
MTRF 9:00am - 11:55am - Parvizian, S.  
The subject of critical thinking concerns the skills, methods, and strategies needed for effectively evaluating and formulating arguments. Being able to identify both good and fallacious reasoning is not only useful for engaging arguments in academic settings, but it is incredibly helpful for responding to arguments that we encounter in our day-to-day lives. We will develop the logical skills necessary for evaluating arguments given by some famous philosophers, and more casual arguments from the media (e.g. news, pop culture, social/internet networks). More specifically we will learn the basics of deductive logic, inductive logic, formalfallacies, and informal fallacies. Then, we will apply these skills by evaluating various forms of reasoning offered in scientific, moral, and popular contexts.  
(Gen Ed: Individual and Society)

PHIL. 102 Introduction to Logic  
CRN: L 17340/ D 17341  
MTRF 1:00pm - 3:55pm - D’Alessandro, B.  
This course is an introduction to formal logic – a valuable tool for understanding reasoning and learning to do it better. We will focus on developing two main skills. First, we’ll learn how to translate statements and arguments from English into the symbolic language of formal logic. Second, we’ll practice carrying out proofs and refutations in the symbolic language. The course will cover both propositional logic (the logic of expressions like ‘and’, ‘or’, ‘not’, ‘if-then’, etc.) and the basics of quantificational logic (the logic of ‘all’ and ‘some’).  
(Gen Ed: Natural World -- No Lab) C or better satisfies University Quantitative Reasoning Requirement.

PHIL. 102 Introduction to Logic  
CRN: L 19565/ D 19566  
MTRF 9:00am - 11:55am - Gottlieb, J.  
In this course, students will be introduced to the basic concepts of symbolic logic via a study of sentential and predicate logic. By the end of the course, students will gain competence in analyzing arguments, translating ordinary English sentences into a formal language, as well the methods of truth-tables, truth trees, and natural deduction in sentential logic. By equipping yourself with the tools of basic symbolic logic, you will learn both to express your ideas more clearly and differentiate 'bad' patterns of reasoning from 'good' ones--two skills that will serve you well time and time again  
(Gen Ed: Natural World -- No Lab) C or better satisfies University Quantitative Reasoning Requirement.
Summer 2014 Course Descriptions: 8 week session
June 16 - August 8, 2014

PHIL. 100 Introduction to Philosophy
CRN: L 16880/ D 16879
TR 10:45am - 1:15pm - Norton, J.
Introduction to Philosophy is the introduction to a love of wisdom. In this course we will pursue an understanding of this love by reading about knowledge from Plato to Moderns. Following this one strand in philosophy across twenty six hundred years will give us a perspective on how we have grown in our understanding of knowledge as well as how philosophy, as a discipline, has changed. We will closely read primary sources and concentrate on breaking apart our text in pursuit of knowledge. This course will seek knowledge both as the content of our readings as well as the goal of our intellectual activity: we will learn how to gain knowledge about knowledge! (Gen Ed: Individual and Society)

PHIL. 102 Introduction to Logic
CRN: L 18490/ D 18491
TR 5:30pm - 8:00pm - Crews-Anderson, T.
In this course, students will be introduced to symbolic logic through a study of sentential and basic predicate logic. We will analyze arguments, translate ordinary prose into a formal language, and explore the methods of truth-tables, truth trees, and natural deduction in sentential logic. (Gen Ed: Natural World -- No Lab) C or better satisfies University Quantitative Reasoning Requirement.

PHIL. 102 Introduction to Logic
CRN: L 13766/ D 13767
MWF 8:00am - 9:40am - Kidd, B.
This course is an introduction to formal, symbolic logic. It will introduce formal concepts, principles, and methods that philosophers use to analyze and evaluate arguments. Students in the course will learn how to recognize different kinds of arguments, how to symbolize the structure of those arguments, and how to critically evaluate arguments for validity and soundness. The skills covered will be useful to students interested in learning how to make their arguments more precise and effective. Course topics will include validity and soundness, categorical reasoning, statement logic, and predicate logic. (Gen Ed: Natural World -- No Lab) C or better satisfies University Quantitative Reasoning Requirement.

PHIL. 107 What is Art?
CRN: L 20604/ D 20605
TR 5:30pm - 8:00pm - Parvizian, K.
The creation and appreciation of art are valuable parts of human experience, and as such these practices are ripe for philosophical investigation. Why are some objects considered artworks and others not? How can a piece of music make the listener feel joy or sadness? How should we evaluate a work of art we find morally problematic? Course topics will include questions about the ontology of artworks, expression of emotion in artworks, the development of artistic taste, and ethical evaluation of art. (Gen Ed: Creative Arts)
PHIL. 110 Philosophy of Love and Sex  
CRN: L 19035/ D 19034  
MWF 12:00pm - 1:40pm - Hotoda, K.  
In this course, we will consider the following questions: What is the essential nature of love? Why is love so important? Is love always a good? Does sexual desire have its place in love or does true love leave sex behind? What is sexual perversion? What should we make of sexual proclivities and orientations that differ, sometimes radically, from our own? We will also discuss the following topics: homosexuality, transgender identity, pornography, prostitution, rape, incest, and bestiality.  
WARNING: If frank and explicit discussions of these topics will offend or otherwise bother you, it is not recommended that you take this course. (Gen Ed: Individual and Society)

PHIL. 115 Death  
CRN: L 18494/ D 18495  
TR 10:45am - 1:15pm - Ozturk, B.  
The course consists of four parts. In the first part, we will try to answer some tough questions about our own mortality. What is death? What do science, religion and philosophy have to say about what happens during and after the process of dying? Should we be afraid of dying? Should we be looking forward to it? Should we be indifferent? In the second part, we will look at questions surrounding suicide, death penalty and euthanasia. Are they morally permissible---and if they are---under what conditions? In the third part, we will shift our focus away from the individual's death to a wider array of phenomena associated with death. Is it permissible to kill non-human animals for food or for science? Can wars be just? What are the psychological mechanisms that enable people to kill strangers in combat? How can ordinary people participate in mass murder of unarmed civilians? Finally, we will finish the course by contemplating the meaning of the possible extinction of homo sapiens and what it implies about our own individual mortality. (Gen Ed: Individual and Society)

PHIL. 116 Medical Ethics  
CRN: L 20606/ D 20607  
MWF 8:00am - 9:40am - Betz, A.  
In this course we will address ethical issues as they arise in medical contexts. Questions include: What is the proper model of physician-patient relationships? Which principles are appropriate for making difficult end-of-life decisions? How can we recognize and deal with conflicts of interest between medical professionals and pharmaceutical companies? Are there good moral arguments supporting universal healthcare? How can these arguments be balanced with the problem of allocating scarce resources? This course is intended for students pursuing careers in medicine and anyone else interested in the problems of bioethics. Text: Principles of Biomedical Ethics by Beauchamp and Childress; other readings TBD.

PHIL. 202 Philosophy of Psychology  
CRN: L 20190/ D 20191  
MWF 8:00am - 9:40am - Schaffer, D.  
The course will cover classic and contemporary perspectives on the mind-body problem, which is the problem understanding the nature of the mind and its relationship to the brain. We will use these perspectives to evaluate various positions in scientific psychology and their implications for our ordinary, commonsense notions of the mind. In particular, we will look at the evidence for what cognitive psychologists refer to as dual-process models of cognition, and we will discuss its implications for our concepts of reason, judgment, and belief.
PHIL. 204 Introduction to the Philosophy of Science
CRN: L 20608/ D 20609
MWF 8:00am - 9:40am - Baxter, J.

Scientific claims have tremendous authority in our society. Many of us believe that scientific inquiry is able to give us objective insight into the underlying workings of the natural world. But often, politicians, educators, and commentators disagree about how to implement scientific findings into public policy. To make matters even more complicated, there is also internal disagreement among scientists about the adequacy of particular theories. This course will explore how scientific developments often require philosophical reflection. We will consider: What is the social and political significance of scientific findings? How do scientists reach their conclusions? Is there a difference between science and pseudo-science? Why do scientists disagree over particular theories?

revised 4-23-14