

Philosophy Handbook 2004-2005

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1 Why study philosophy?

“The life of the intellect is the best and pleasantest life for man.” ~*Aristotle*

“The unexamined life is not worth living.” ~*Plato*

“The un-lived life is not worth examining.” ~*Anon*

The business of philosophy is to think clearly and logically about the broadest and most profound questions: What is the nature of reality? How can we distinguish right from wrong, and truth from falsehood? How should we organize society and act toward one another? How much can we know about these and other issues?

When you study philosophy at the University of Maryland, you will be learning about and scrutinizing the best efforts, both old and new, to make progress towards philosophy’s aim of a clear and systematic view of who we are, where we stand, and where we should be going.

Because philosophy deals with the big issues, and uses reflection (thought about our situation) as one of its main methods, it is sometimes confused with religion, psychology, and/or mystical experience. Philosophy does indeed aim to reach an overall vision; this is an impulse it shares with all religions. However, philosophy proceeds only by clear, hard thinking, and tests all claims by the rules of reason.

All thought and action is carried on within some general framework of ideas about nature and human life. In that sense, you already have a philosophy, even if you are not yet aware of it. One of the ways that studying philosophy contributes to intellectual life is by uncovering the unstated assumptions behind scientific and social life, and then testing the validity of those assumptions. Another valuable contribution is learning that philosophy is worthwhile for its own sake; it is part of being an educated person.

To get the best out of your study of philosophy, you will need patience and perseverance; without these qualities, you may feel that you are not progressing fast enough towards learning the answers to philosophy’s vital questions. Students often feel that the way we pay close attention to details and thoughtfully analyze arguments holds them back from reaching deep and satisfying conclusions. Philosophy is a discipline: it requires us to hold haste and hope in check, even (and especially) when it comes to truly significant matters.

Philosophy classes are not easy; but do not be afraid of them. We realize that you may have had no opportunity to study the subject before now. Introductory classes really do begin at the beginning. We understand how unfamiliar to you are with both the material in philosophy books and the way we tackle that material. Even though our courses tend to be demanding, and your work will be given critical scrutiny, most of our students succeed in fulfilling the class requirements. If they can do it, probably you can too.

Besides being worthwhile for its own sake, studying philosophy also provides many other benefits:

- It helps us to discover for ourselves who we are and what manner of world we are in.
- Philosophy expands our horizons by enabling us to see beyond the world as it presently exists, and by developing awareness of how things might be.
- It develops our ability to reason clearly and to distinguish between good and bad arguments. It improves our capacity to sort out complicated questions, and to write clear, readable prose. These are abilities that stand anyone in good stead.
- Studying philosophy makes available to us some of the world's great literature, and enlightens us as to how greatly scientists and artists, statesmen, and theologians have been influenced by the work of philosophers.
- Philosophy also develops intellectual skills and attitudes crucial in today's post-industrial world. For example, a recent study by psychologists looked at the correlates of success in the kinds of important reasoning tasks at which many people - even well-educated people - perform poorly. As you might expect, they found a correlation between success and IQ. But even when that was factored out, there remained a substantial correlation with certain intellectual dispositions (or qualities of character), such as a willingness to 'step back' from one's own beliefs and consider other points of view, a capacity to think abstractly in a decontextualized fashion, and so on. These are, in fact, the very dispositions which philosophy develops. It is no wonder that many professions, such as law, are keen to recruit people with philosophical training.

You do not need to major in philosophy to reap some of its benefits. We regard as equally important our two main functions in undergraduate teaching: providing training in philosophy for those who elect our discipline as a major, and providing high-quality instruction in the subject for students taking philosophy courses either as electives or in fulfillment of University or College study requirements.

Most students who take philosophy courses have majors in other departments, so in addition to the staple courses in ethics, logic, metaphysics, theory of knowledge, and history of philosophy, we offer courses that apply to other areas of concentration. These courses tackle fundamental questions concerning history, art, music, science, law, medicine, religion, etc.

2 Departmental Aims and Objectives

The Department of Philosophy aims to:

1. Equip students with an understanding of a range of philosophers and philosophical problems, while encouraging as deep a critical engagement with those philosophers and problems as is feasible in the time available.
2. Promote clarity, careful analysis, critical reflection, rational argument, sympathetic interpretation and understanding, and impartial pursuit of truth.
3. Promote independence of thought and a critical and analytical approach, not only to

- theories and concepts, but also to the assumptions on which they are based.
4. Equip students with the core skills involved in careful reading, comprehension and compression of textual material; clear thinking, sound argumentation, and the clear and well-organized expression of ideas.
 5. Provide high quality teaching, informed and invigorated by the research activities of the faculty.
 6. Facilitate an awareness of the application of philosophical thought to other academic disciplines or to matters of public interest, encouraging students to apply philosophical skills more widely, where appropriate.

By the end of an undergraduate major in Philosophy, students will:

7. Understand a range of fundamental terms and concepts essential to the discipline of philosophical investigation.
8. Be able to write effectively, and exhibit a range of intellectual virtues and core skills (see aims 2, 3, and 4 above).
9. Have displayed their core skills in assessed work, as well as their knowledge and understanding of the subject area.
10. Have had the opportunity to select from a range of introductory courses that attest to the diversity and vigor of contemporary analytical philosophy, and illustrate the qualities and value of philosophical thought.
11. Have had the opportunity to take courses introducing them to some major figures from the history of philosophical thought which encourage careful reading, sympathetic exegesis, and critical engagement with the works.
12. Be able to not only assess critically both their own thinking and the work of other philosophers, but also to make out a positive case for their own views.

3 Taking a major in philosophy

Getting Advice. All philosophy students are welcome to confer with Charles Manekin, Director of Undergraduate Studies, or the Undergraduate Advisors, Elizabeth Stoll and William Kallfelz. Majors must meet with one of these advisors each semester before registering. All faculty members are also available throughout the year for informal consultation. The Director of Undergraduate Studies also handles transfer credit, credit by examination, and graduation clearance.

By deciding to major in philosophy, you will get the most out of the program, maximizing the benefits outlined above. However, this does not involve sacrificing career paths. Philosophy is an appropriate undergraduate major for most pre-professional students; it is suitable for those planning to study medicine and is ideal for those going into law. Many other majors go on to careers in government, the computing sciences, publishing, or public administration, for example. Some of our philosophy majors even go on to study philosophy at the graduate level.

4 Major Requirements

1. Basic requirements. Philosophy majors must take at least 36 hours (**twelve courses**) in philosophy, not including experiential learning courses (PHIL 386). Grades in all courses counted toward the major must be "C" or better.

2. Distribution requirement. Philosophy courses must be distributed as follows:

- at least **six** courses numbered **300** or above, of which at least **two** must be numbered **400** or above.
- at least **one** course in **logic** at any level.
- at least **two** courses numbered 200 or above in the **history** of pre-twentieth-century philosophy.
- at least **two** courses numbered 200 or above in **value theory** (including aesthetics and political philosophy as well as ethics).
- at least **two** courses numbered 200 or above in **metaphysics or epistemology** (including philosophy of science, philosophy of mind, and philosophy of religion, as well as metaphysics and theory of knowledge).

3. Supporting Area Requirement. Majors must also take fifteen hours of courses in a supporting area outside philosophy. At least 6 of those 15 hours must be taken at the upper level. All the supporting area courses may come from a single department, or else a student may work out an interdisciplinary supporting area consisting of a coherent set of courses in two or more departments outside philosophy. In all cases, the supporting area courses require the approval of the Director of Undergraduate Studies. Grades in all supporting courses must be "C" or better. If you are a double major, your supporting area will automatically be fulfilled.

There are a few exceptional courses which cannot be used to fulfill the requirement: fundamental studies courses in English and mathematics, elementary courses in foreign languages, and some courses in the professional colleges such as business, education, or engineering. Students wishing to use courses from a professional school toward the supporting studies requirement must obtain prior permission from the Director of Undergraduate Studies.

With the prior approval of the Director of Undergraduate Studies, the Supporting Studies requirement can be met by a coherent program of related courses from more than one department. There are guidelines to indicate the type of coherence involved. Where the Supporting Area courses are all in one discipline in which a suitable foundation or methodological course is offered, a student may, with the approval of the Director of Undergraduate Studies, substitute that foundation or methodological course for one of the elective philosophy courses in his or her program.

Requirements for the Philosophy major include a minimum of 45 upper-level credits completed and the foreign-language requirement of the College of Arts and Humanities.

Departmental advising is mandatory for second-semester sophomores and seniors.

Course Code: PHIL

5 Honors in Philosophy

The Department's Honors Program is designed to provide the most capable philosophy majors with enriched experiences in philosophy by providing for thesis work, which involves greater freedom and responsibility for the student.

Applying: The best time to apply to the Honors Program is during your junior year. You can apply up to the beginning of your senior year. If you seek entry to the Honors program, contact Professor S. Jack Odell, Director of the Honors Program. (Office: 1120A Skinner; Telephone: 405-5844). Full admission to the program does not normally occur until you have completed at least six courses in philosophy.

To be admitted, you should have a GPA 3.0 overall, and 3.5 in Philosophy. Talk to Professor Odell if there are special circumstances in your case, which explain why you do not reach these averages. Honors in Philosophy involve the standard Philosophy major, with our two 400-level courses subject to approval by the Director of the Honors Program. In addition, you complete a Thesis. This involves 6 credit hours of independent study: PHIL 498 Topical Investigations, taken over two consecutive semesters, normally in your senior year.

You write the Thesis under the supervision of a member of the faculty, and are examined orally on your thesis topic, toward the end of the second semester, by a panel of three faculty members.

6 The Philosophy CAPSTONE course

PHIL 426 (Twentieth Century Analytic Philosophy) is a CAPSTONE course within the University of Maryland CORE program. As such, it may be taken in place of one of the two 'outside courses at senior level' required by CORE regulations of all philosophy majors.

PHIL 426 is normally restricted to philosophy majors only, and has a prerequisite of 21 hours (seven courses) of philosophy (or permission of the department). It is designed both to pull together work you will have done in different areas of philosophy (e.g. in metaphysics, epistemology and/or value theory) as well as providing a directive towards research in the subject.

7 Getting a Minor or Citation in philosophy

Up to Fall 2004 the Department has offered Citations in each of four areas: Philosophy, Cognitive Science, Value Theory, or Philosophy of Science. See the detailed descriptions below.

From Fall 2004 the University of Maryland is replacing Citations with Minors. The Philosophy Department will offer just one Minor, in Philosophy. See the detailed description below.

Students who have registered for a Citation before the change in regulations takes effect may complete that Citation, or they may ‘upgrade’ to a Minor, provided that they satisfy the requirements.

Citation in Philosophy

The business of philosophy is to think clearly and logically, about the deepest and broadest questions. How can we distinguish right from wrong, and truth from falsehood? How should we organize society and act toward one another? What makes a valid argument? Studying these and other problems sharpens reasoning skills and prepares a student for a variety of careers.

Requirements: 15 credit hours (five courses) of philosophy, not counting Internship courses (PHIL 386). Grades in all courses counted toward the major must achieve grades of “C” or better.

The five philosophy courses must be distributed as follows:

- one course in logic, at any level.
- one course numbered 200 or above in the history of pre-twentieth-century philosophy.
- one course numbered 200 or above in value theory (including aesthetics and political philosophy as well as ethics).
- two further courses from the departmental offerings.

Citation in Value Theory

Value Theory covers two areas: aesthetics on the one hand, and ethics and political/legal philosophy on the other. Students may specialize in one area or concentrate on both.

Requirements: 15 credit hours (five courses) in philosophy, not counting Internship courses (PHIL 386). Grades in all courses counted toward the major must achieve grades of “C” or better.

The five philosophy courses must be distributed as follows:

- one course numbered 200 or above in ethical theory.
- three courses numbered 200 or above in value theory (including aesthetics and

- political philosophy, as well as ethics).
- one further course from the departmental offerings.

Citation in Cognitive Science

Cognitive science is the interdisciplinary study of the mind, particularly of representation, thought and rationality. As well as the disciplines of philosophy and logic, it involves linguistics, psychology, computer science, and neuroscience.

Requirements: 15 credit hours (five courses) in philosophy, not counting Internship courses (PHIL 386). Grades in all courses counted toward the major must achieve grades of “C” or better.

The five philosophy courses must be distributed as follows:

- one course in logic, at any level.
- three courses numbered 200 or above in cognitive science (including philosophy of mind, philosophy of language, philosophy of psychology, and philosophy of neuroscience, as well as philosophy of cognitive science).
- one further course from the departmental offerings.

Citation in Philosophy of Science

Philosophy of science deals with questions about the nature of science and how it works. Topics include the structure and historical evolution of scientific theories, the justification of scientific theories, the justification of scientific knowledge, the role of observation and experiment, and conceptual problems in the foundation of specific sciences, such as physics, biology and psychology.

Requirements: 15 credit hours (five courses) in philosophy, not counting Internship courses (PHIL 386). Grades in all courses counted toward the major must achieve grades of “C” or better.

The five philosophy courses must be distributed as follows:

- one course in logic, at any level.
- three courses numbered 200 or above in philosophy of science (including philosophy of biology, philosophy of physics, philosophy of psychology, philosophy of neuroscience, and the history of scientific thought, as well as generic philosophy of science).
- one further course from the departmental offerings.

Minor in Philosophy (from Fall 2004)

The business of philosophy is to think clearly and logically, about the deepest and broadest questions. How can we distinguish right from wrong, and truth from falsehood? How should we organize society and act toward one another? What makes a valid argument? Studying these and other problems sharpens reasoning skills and prepares a student for a variety of careers.

Requirements: a total of at least 18 hours (six courses) in philosophy, not counting Internship courses (PHIL 386). Grades in all courses counted toward the major must achieve grades of “C” or better.

The six philosophy courses must be distributed as follows:

- at least three courses numbered 300 or above;
- at least one course numbered 200 or above in the history of pre-twentieth-century philosophy;
- at least one course numbered 200 or above in value theory (including aesthetics and political philosophy as well as ethics);
- at least one course numbered 200 or above in metaphysics or epistemology (including philosophy of science, philosophy of mind, and philosophy of religion, as well as metaphysics and theory of knowledge).

8 Careers & career training for philosophy Majors

For some students, a major in philosophy leads on to Graduate School and a professional life as a philosopher. But this is by no means the only path in life for which philosophy is a good preparation. As management trainees, or in the information industries or policy analysis, philosophy graduates are often more desirable than more technically trained people from engineering or economics, for the philosophy student’s mind tends to be more flexible, and more generalist.

Law, journalism, publishing, public administration, education, library administration, museum work, legislation, clinical fields, insurance, and resource planning are just some of the areas where philosophically trained graduates are welcome.

Liberal Arts Internships: For juniors and seniors, the Office of Experiential Learning Programs in the Office of the Dean of Undergraduate Studies runs an Internship program. It keeps a file of positions available, and matches students to them. You can register for up to 3 credit hours (PHIL 386); you work for the employer and have added supervision from a faculty advisor. Generally speaking, these positions are non-paying; you gain experience and academic credit, and often a better idea of where your future goals lie.

Career Advising: Professor Charles Manekin, Director of Undergraduate Studies, is also Careers Advisor. He can help you assess your strengths and your progress toward various career aims. He can assist in choosing subjects outside philosophy that will build your study program into a coherent preparation for a variety of internships and careers, including philosophy.

9 Different strands in the Major

Outsiders sometimes think of philosophy as a “pure” discipline that deals entirely with matters peculiar to philosophy itself. While there are some questions that might be described as “purely philosophical,” much of philosophy is concerned with issues that arise in connection with particular fields of study – for example, biology or psychology – or that all of us, as citizens, or consumers of culture, or simply as people trying to live our lives well, are bound to confront. That means that much of philosophy is cross-disciplinary. At Maryland, three broad, interdisciplinary areas are among the special strengths of the faculty: Philosophy of Science, Cognitive Studies and Value Theory. For majors with interests in these areas, we have designed special concentrations within the major. Each concentration encourages study in related areas outside philosophy.

Do majors have to select a concentration? No. But if you have a special interest in one of these areas, the concentration provides a means of increasing the focus and coherence of your studies. It will make you a member of a community of students and professors who share a common set of interests and it can help to provide a strong foundation for graduate school.

Concentration in Cognitive Studies

Cognitive studies (or cognitive science) is the “interdisciplinary” study of the mind, particularly of representation, thought, and rationality. As well as the disciplines of philosophy and logic, it involves linguistics, psychology, computer science, and neuroscience. Philosophy majors interested in cognitive science should take courses in the philosophy of cognitive science, philosophy of mind, philosophy of language, philosophy of language and/or philosophy of neuroscience.

Students are encouraged to take cognitive studies courses in the cognate disciplines of linguistics, psychology, computer science, and neuroscience: for example, LING 240 Language and Mind, LING 311 Syntax I; LING 312 Syntax II, PSYC 341 Introduction to Memory.

Concentration in Philosophy of Science

Philosophy of science deals with questions about the nature of science and how it works. Topics include the structure and historical evolution of scientific theories, the justification of scientific knowledge, the role of observation and experiment, and conceptual problems in the foundations of specific sciences such as physics biology, and psychology. Philosophy majors interested in philosophy of science should take courses in philosophy of science, philosophy of biology, philosophy of physics, philosophy of psychology, and/or the history and philosophy of scientific thought.

Students are encouraged to take cognate courses, including: HIST 174 Introduction to the History of Science, HIST 175 Science and Technology in Western Civilization, HIST 401 The Scientific Revolution: From Copernicus to Newton, HIST 402 The Development of Modern Physical Science, HIST 403, 20th Century Revolutions in the Physical Sciences,

HIST 404 History of Modern Biology, HIST 406 History of Technology, HIST 409 Topics in the History and Science Technology, ZOOL 301, Biological Issues and Scientific Evidence, ZOOL 313 Women in Science.

The Committee on Philosophy and the Sciences

CPaS is a research and teaching unit of the Department Philosophy; faculty offer a variety of undergraduate and graduate courses for students who want to get a broader view of science and the world resulting from scientific discoveries. CPaS courses include such topics as the historical development of science, the methods of practicing scientists, the economic and social impact of new technologies, and the nature of individual sciences such as physics, biology, and psychology. CPaS presents a colloquium series usually held on Thursdays. For more information please contact the CPaS office: 301-405-5691.

Concentration in Value Theory

Value theory comprises two areas that are quite distinct: aesthetics, on the one hand, and ethics and social and political philosophy, on the other. One might be interested in one area or the other, but not both. Or, at the same time, a person might wish to study both—which would probably means studying each in less depth, but perhaps instead investigating the commonalties between them.

Each sub-track is inherently interdisciplinary: aesthetics draws on knowledge of literature and the arts; ethics and social and political philosophy are informed by our understanding of psychological and social phenomena. Accordingly, each sub-track is enhanced by courses in other departments, some of which are listed below.

Aesthetics: courses in other departments. A variety of courses in other departments are relevant and may enrich the study of aesthetics: courses in literature, film, theater (from English, Comparative Literature, Theater, or the various departments of foreign languages), from departments such as Music, Art History, Art, Dance, etc. Consult advisors for more specific information.

Ethics and Social and Political Philosophy: courses in other departments. A variety of courses in other departments, particularly in the social and behavioral sciences, may enrich and extend the study of ethics and social and political philosophy. Listed below are political theory courses from Government and Politics most obviously related to Philosophy. The study of economics, as well as courses in sociology, criminology, anthropology, and psychology, also serve to support the ethics track. Consult advisors for ore specific information. GVPT 100 Principles of Government and Politics, GVPT 231 Law and Society, GVPT 240 Political Ideologies, GVPT 341 Political Morality and Political Action, GVPT 402 International Law, GVPT 403 Law, Morality and War, GVPT 431 Introduction to Constitutional Law, GVPT 441 History of Political Theory: Ancient to Medieval, GVPT 442 History of Political Theory: Medieval to Recent, GVPT 443 Contemporary Political Theory, GVPT 444 American Political Theory, GVPT 445 Russian Political Thought, GVPT 446 Non-Western Political Thought.

10 The philosophy lounge

Room 1119 in the Skinner Building is a meeting place for philosophy students, undergraduate and graduate, as well as faculty and staff. Named in honor of Dr. Conrad Johnson, former Acting Chair and professor in the department, the lounge is an informal meeting place for stimulating philosophical discussions or simple relaxation. Coffee and tea are available for purchase.

11 Fall 04 course schedule

Note: A set of course descriptions are available in a separate leaflet and on the internet before the start of pre-registration.

100.01 (150)	Introduction to Philosophy	Derksen	TTh	11 *F
100.02 (225)	Introduction to Philosophy	James	MW	12 *F
140.01 (225)	Contemporary Moral Issues	Kerstein	TTh	12:30-1:20 *F
140.02 (225)	Contemporary Moral Issues	Ealick	MW	10 *F
170.01 (225)	Introduction to Logic	Stairs	TTh	2 *F
209A (32)	Asian Philosophy	Cifone	TTh	9:30-10:45
209F (32)	Metaphysics through Film	Kania	Th	3:30-6
230 (32)	Philosophy of the Arts	Ribeiro	TTh	11-12.15
236 (32)	Philosophy of Religion	Kotsanis	TTh	2-3:15
245 (32)	Social and Political	Deise	TTh	11-12:15
250 (75)	Philosophy of Science I	Frisch	MW	11 *F
256 (37)	Philosophy of Biology	Darden	TTh	12:30-1:45
280 (32)	Intro to Cognitive Science	Deise	TTh	3:30-4:45
308S (37)	Philosophy of Song	Levinson	TTh	11-12:15
320 (75)	History of Modern Philosophy	Manekin	MW	12 *F
332 (37)	Philosophy of Beauty	Brown	TTh	12:30-1:45
341 (75)	Ethical Theory	Schroeder	TTh	11 *F
347 (75)	Philosophy of Law	Lichtenberg	MW	1 *F
366 (32)	Philosophy of Mind	Rives	TTh	9:30-10:45
408C (25)	PreSocratic Philosophy	Svenonius	MWF	10
408I (25)	Personal Identity	Stairs	TTh	11-12:15
408X (25)	International Ethics	Lichtenberg	TTh	2-3:15
416 (25)	Medieval Philosophy	Svenonius	MWF	1
428M (25)	Hume	Frisch	MW	2-3:15
431 (25)	Aesthetic Theory	Levinson	T	2-4:30
440 (25)	Contemporary Ethical Theory	Schroeder	TTh	3:30-4:45
470 (25)	Logical Theory I	Morreau	TTh	12:30-1:45

* plus discussion sections on the day indicated

12 Spring 05 course schedule (unconfirmed)

Note: confirmed course-lists and course descriptions will be made available in a separate leaflet and on the web before the start of pre-registration.

100.01 (150) Introduction to Philosophy	Rey	TTh 11-11.50*F	
100.02 (225) Introduction to Philosophy	Odell	MW 11-11.50*F	
140.01 (225) Contemporary Moral Issues	Morris	TTh 2-2.50*F	
140.02 (225) Contemporary Moral Issues	Derksen	MW 10-10.50*F	
170.01 (225) Introduction to Logic	Morreau	MW 12-12.50*F	
209H / HONR258N (20) Philosophy & Computers	Cherniak	TTh 2-3.15	
233 (75) Philosophy in Literature	Levinson	TTh 11-11.50*F	
234 / JWST 250 (37) Fund. Concepts of Judaism	Manekin	MW 2-3.15	
236 (75) Philosophy of Religion	Stairs	MW 10-10.50	
245 (37) Social and Political Philosophy	Schroeder	MW 2-3.15	
256 (32) Philosophy of Biology I	Rives	MW 2-3.15	
271 (75) Symbolic Logic I	Bub	TTh 11-11.50*F	
273 (32) Logic for philosophers	Kotsanis	TTh 12.30-1.45	
280 (32) Introduction to Cognitive Science	James	TTh 12.30-1.45	
HONR 218F Philosophy of the Environment	Darden	TTh 12.30-1.45	
HONR ?? God & Morality	Schroeder		
308 (37) Philosophy of Humor	Levinson	TTh 2-3.15	
310 (32) Ancient Philosophy	Keleher	TTh 9.30-10.45	
324 (75) Existentialism	Kerstein	MW 1-1.50*F	1
328 (32) Kant, Hegel, Schopenhauer	Kania	MW 2-3.15	
360 (37) Philosophy of Language	Pietroski	MWF 10-10.50	
362 (37) Theory of Knowledge	Rey	MW 2-3.15	
364 (37) Metaphysics	Frisch	TTh 9.30-10.45	
354 (37) Philosophy of Physics	Bub	TTh 2-3.15	
414 (30) Aristotle	Svenonius	MWF 1-1.50	
417 / JWST 452 (30) Golden Age of Jewish Phil	Manekin	T 3.30-6	
426 (20) 20 th C Analytic Philosophy (Capstone)	Morreau	TTh 12.30-1.45	
427 (30) Wittgenstein	Odell	MW 1-2.15	
428E (25) History of Ethics	Kerstein	TTh 11-12.15	
428G (30) Aristotelianism to Galileo	Svenonius	MWF 10-10.50	
458F / HIST 404 (25) Topics: history of biology	Darden	T 4-6.30 Sk 1116	
454 (25) Space and Time	Frisch	TTh 12.30-1.45	
481 (25) Philosophy of Psychology	Rey	TTh 3.30-4.45	

* plus discussion sections on the day indicated

13 List of philosophy courses by distribution-area of the major

Metaphysics & Epistemology

PHIL 236	Philosophy of Religion
PHIL 250	Philosophy of Science I
PHIL 256	Philosophy of Biology I
PHIL 280	Introduction to Cognitive Science
PHIL 282	Action and Responsibility
PHIL 340	Making Decisions
PHIL 354	Philosophy of Physics
PHIL 360	Philosophy of Language
PHIL 362	Theory of Knowledge
PHIL 364	Metaphysics
PHIL 366	Philosophy of Mind
PHIL 407	Gay and Lesbian Philosophy
PHIL 426	20 th Century Analytic Philosophy
PHIL 427	Wittgenstein
PHIL 438	Topics in Philosophical Theology
PHIL 450	Scientific Thought I
PHIL 451	Scientific Thought II
PHIL 453	Philosophy of Science II
PHIL 454	Philosophy of Space & Time
PHIL 456	Philosophy of Biology II
PHIL 458	Topics in the Philosophy of Science
PHIL 461	Theory of Meaning
PHIL 474	Induction and Probability
PHIL 480	Philosophy of Emotion
PHIL 481	Philosophy of Psychology: Representation
PHIL 482	Philosophy of Psychology: Subjectivity
PHIL 485	Philosophy of Neuroscience
PHIL 488	Topics in Philosophy of Cognitive Science

Logic

PHIL 170	Introduction to Logic
PHIL 271	Symbolic Logic I
PHIL 273	Logic for Philosophy
PHIL 470	Logical Theory I
PHIL 472	Philosophy of Mathematics
PHIL 474	Induction and Probability
PHIL 477	Logical Theory II
PHIL 478	Topics in Philosophical Logic

History

PHIL 310	Ancient Philosophy
PHIL 320	Modern Philosophy
PHIL 328	Studies in the History of Philosophy
PHIL 412	Philosophy of Plato
PHIL 414	Philosophy of Aristotle
PHIL 416	Medieval Philosophy
PHIL 417	The Golden Age of Jewish Philosophy
PHIL 424	The Philosophy of Spinoza
PHIL 428	Topics in the History of Philosophy
PHIL 450	Scientific Thought I
PHIL 451	Scientific Thought II

Value Theory

PHIL 230	Philosophy of the Arts
PHIL 233	Philosophy in Literature
PHIL 234	Fundamental Concepts in Judaism
PHIL 235	Authority, Faith, and Reason in Judaism
PHIL 245	Political and Social Philosophy I
PHIL 324	Existentialism
PHIL 322	Philosophy of Beauty
PHIL 334	Philosophy of Music
PHIL 341	Introduction to Ethical Theory
PHIL 342	Moral Problems in Medicine
PHIL 347	Philosophy of Law
PHIL 407	Gay and Lesbian Philosophy
PHIL 431	Aesthetic Theory
PHIL 433	Issues in Jewish Ethics and Law
PHIL 440	Contemporary Ethical Theory
PHIL 445	Contemporary Political Theory
PHIL 446	Law, Morality, and War
PHIL 484	Reason, Self, and Will

Note: Some distribution-satisfying courses are not listed on this page. Other courses are listed more than once on this page under different categories, but cannot satisfy more than one requirement. All distribution requirements must be approved by an advisor.

14 Philosophy faculty 04-05

Jeffrey Bub, Ph.D., London.

Philosophy of Science, Philosophy of Physics, Philosophy of Neuropsychology.
(CPaS Chair)

Peter Carruthers, Ph.D., Oxford.

Epistemology, Philosophy of Mind, Philosophy of Psychology, Philosophy of Language.
(Philosophy Department Chair)

Christopher Cherniak, Ph.D., California (Berkeley).

Epistemology, Cognitive Science, Philosophy of Neuroscience.

Lindley Darden, Ph.D., Chicago.

History and Philosophy of Biology, Philosophy of Science, Artificial Intelligence.

Mathias Frisch, Ph.D., California (Berkeley).

Philosophy of Science, Metaphysics, Philosophy of Physics.

Patricia S. Greenspan, Ph.D., Harvard.

Moral Psychology, Ethics, Metaethics, Philosophy of Mind.

John Horty, Ph.D., Pittsburgh.

Logic and Artificial Intelligence, Philosophical Logic. (Also a member of UMIACS – the University of Maryland Institute for Advanced study in Computer Science)

Samuel Kerstein, Ph.D., Columbia.

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15 Advice on writing philosophy papers and exams

1 Writing a philosophy paper

Allow yourself enough time. When the questions are set and you have decided which one to answer, try to do some preliminary reading as soon as possible. Give yourself time to write both a rough draft and later, a more polished version, if possible.

You will find discussion, especially of your rough draft, with either friends or other people in the course, to be very useful. It is part of the purpose of a university, and in particular of a major in philosophy, to give students opportunities for argument and the exchange of ideas.

Plan your paper beforehand. Read over the topic carefully and decide what exactly it is asking you to do; check with the instructor if you are unsure. Then consider what thesis or view you are trying to demonstrate in regard to the topic. Finally, work through your arguments to ensure that they support your conclusion.

The introduction to your paper should mirror your plan by succinctly stating your overall strategy. Don't give enormous vague, meandering, introductions; get down quickly to the set topic, and stay on it.

The aim of philosophy is learning how to argue your case coherently and validly, and the

foundation of a philosophy paper is its arguments. Those who grade your work (in both essays and examinations) are more likely to be interested in the reasons you have given than in the truth of your conclusions. If, however, you feel you must offer a conclusion and cannot give reasons for it, give reasons why you feel that it is impossible to give reasons!

Don't be afraid to defend a position that diverges from that of the instructor. You will not be marked down for this. On the contrary, it is generally refreshing to have someone present careful criticisms of one's views, but you do need to offer arguments for your divergence.

Write as clearly and simply as possible. Write your paper (or examination answer, for that matter) as if you were explaining your position, and the arguments for it, to an intelligent person from another course who knows nothing about philosophy.

An indispensable tool for both good argument form and clear expression is sensitivity to the correct use of words. Use words carefully. Don't use words about whose meaning you are uncertain. Don't adopt the vocabulary of some book you have just consulted. Use your own vocabulary; avoid jargon.

Avoid just stringing together quotations. Indeed, you should be extremely careful in your use of quotations. At most a quote can illustrate a point for you; it cannot prove it, no matter how great the thinker you are quoting from is. Again, do not just paraphrase or summarize views without comment. This is generally of little value. If you refer to someone's views on the topic under discussion, you should critically assess the worth of that person's view.

Ensure that you follow the university Code of Academic Integrity, especially as it concerns plagiarism ('intentionally or knowingly representing the words or ideas of another as one's own'). Follow these three principles scrupulously:

1. Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited in a footnote.
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words.
3. Borrowed Facts or Information: Information that is obtained in one's reading or research, which is not common knowledge among students in the course, must be acknowledged. Materials which contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately footnoted.

Moreover, never download or copy and paste material from the internet into your paper without proper acknowledgement. Instructors often check for this, and the penalty for cheating can be severe.

2 Taking an exam

The essays you write for exam questions should:

- be written in good, clear English
- be well organized

- avoid dogmatism (evidence, reasons, analyses, justifications, arguments, objections, and the like should be provided)
- be relevant (their content should comprise all and only what is needed to answer the question)
- display sophisticated understanding and wide knowledge of the subject matter
- avoid jargon, repetition, and mere paraphrase of the views of others
- (of course) avoid falsity and invalidity.

There are a number of simple *Dos* and *Don'ts* that should be observed when taking any exam:

- Do, as much as possible, allot the same amount of time to questions that have the same weight; and in particular, allow one hour to each of the two questions on a standard two-hour exam.
- Do answer the question as it is asked! Irrelevance will be severely penalized (especially in a pre-released exam).
- Don't use the same material twice in answers to different questions. (If necessary, cross-refer to your other answer.)
- Don't write illegibly. An essay that is barely legible will tend to seem philosophically unclear, too, and is apt to make graders less sympathetic.

If you incorporate quotations or other material from the writings of others or from lecture handouts, these must be explicitly acknowledged as such. The rules about plagiarism apply in exams, too!

A variety of forms of exam is possible, ranging from long-release *seen exams* (where the exam questions are released to students well in advance) to traditional *unseen exams*. Between these two poles can fall a variety of other forms of exam, including ones which consist of a sub-set of questions from a previously released set, and various forms of 'open book' unseen exam, in which students may take books or notes into the exam with them.

All forms of exam provide some defense against plagiarism. The rationale for exams at the *unseen* end of the spectrum is that, besides testing for the usual philosophical virtues (clear thinking, sound argumentation, and so forth), they also encourage breadth and retention of knowledge. On the other hand, the rationale for *seen* exams is that they test for the philosophical virtues without the distorting effects of surprise, nerves, and a capacity to think quickly under pressure. In addition, they enable students to pursue a question in some depth.

2(a) Pre-released exams. You should approach a pre-released exam in exactly the way that you would approach the writing of a term paper. Decide which questions to answer. Consult your lecture notes, lecture handouts, and notes made from books and articles you have been reading to remind, yourself of the layout of the issues. Do some further reading, if necessary. Then set yourself to plan, draft, and polish an answer. Having written a paper, ensure that you have a firm grasp of its structure so that you can reproduce essentially the same content in the exam room.

Remember that you will be expected to write somewhat longer answers in a seen exam than in an unseen one, and that graders will expect essays which are well structured and polished, with critical material well developed.

2(b) *Unseen exams.* Preparing for an unseen exam is a somewhat different sort of exercise. You should have received advice from the instructor on the range of topics to be covered and the kinds of question you might expect. Select three or four of these to work up in preparation. **Do not** prepare only two topics for a two-answer unseen exam. Since one or more of the topics in question may not come up, or may come up in a form that you don't know how to address, to do so is to take a big gamble.

In preparing a topic, it can be helpful to assemble a variety of *essay components* (explanations of important doctrines or ideas, outlines of important arguments, developed criticisms or arguments of your own) that you can then assemble in a variety of different ways in answering the actual question set.

16 Checklist of common philosophical terms

Certain terms crop up again and again in philosophical discourse with their meaning presupposed. This list is neither comprehensive nor the final word. See also:

- *The Stanford Encyclopedia of Philosophy*, available online at <http://plato.stanford.edu/>
- *The Internet Encyclopedia of Philosophy*, available online at: <http://www.utm.edu/research/iep/>
- Various other encyclopedias and dictionaries of philosophy can be found in the library.

Iff Short for “if and only if”.

A fortiori (“Hence still more strongly”). All cats are fat, *a fortiori* Tibbles is fat.

A priori/a posteriori A proposition is knowable *a priori* iff one could be justified in believing it on the basis of reason alone. If experience must in some way enter into the justification, it is said to be only knowable *a posteriori*.

Ad hoc (“To a specific end or purpose”). A claim is *ad hoc* iff it lacks independent motivation but is made instead solely so as to save the pet theory of the person making it.

Ad hominem fallacy (“To the person”). Criticizing a position by calling attention to irrelevant personal characteristics of someone who holds it.

Analytic/synthetic A sentence is analytically true iff it is true solely in virtue of the meaning of the expressions within it. If the meaning alone of a true sentence is not enough to ensure its truth, it is synthetically true.

Argument A set of claims where (a) one of these claims is the argument's conclusion, (b) the others are its premises, and (c) the premises are (rightly or wrongly) put forward as evidence for the conclusion.

Begging the question An argument begs the question iff one of the premises of the

argument covertly assumes the truth of the conclusion – that is, the argument is circular.

Converse The *converse* of “If \bigcirc , then \triangle ” is “If \triangle , then \bigcirc ”. Its *contrapositive* is “If not- \triangle , then not- \bigcirc ”. Only the contrapositive is logically equivalent to the original.

Deduction A deduction is a valid argument.

Definiens In a definition, the *definiendum* is the phrase being defined, the *definiens* is what defines the *definiendum*.

Empirical Dependent on, or in some other way related to, *experience*.

Induction An induction is an argument the truth of whose premises would not serve to *guarantee* the truth of its conclusion, yet would provide *some* evidence for it.

Sometimes said to be “inductively but not deductively valid”. Two common types of inductive inference are...

Enumerative induction To infer from the truth of many instances of a generalization, to the truth of the generalization itself, is to have performed an enumerative induction. *E.g.* this swan is white, this other swan is white, and so is that one, therefore *all* swans are white.

Inference to the best explanation To infer to the best explanation is to infer from the existence of a phenomenon (*e.g.* tongue marks on the butter) to the truth of the theory that best explains the phenomenon (*e.g.* a mouse in the house).

Ipsa facto (“By that very fact”). *E.g.* To be a person is *ipso facto* to have moral worth. (Similar: *eo ipso*.)

Metaphysics/epistemology Metaphysics has many specific branches but at the broadest level can be thought of as the study of how things are. By contrast, epistemology (again broadly) is the study of *our knowledge of* how things are.

Modus ponens Any inference of the form: if \bigcirc , then \triangle , \bigcirc , *therefore* \triangle (“Affirmation of the antecedent”). Not to be confused with the fallacious: if \bigcirc , then \triangle , \triangle , *therefore* \bigcirc (“Affirmation of the consequent”).

Modus tollens Any inference of the form: if \bigcirc , then \triangle , not \triangle , *therefore* not \bigcirc (“Denial of the consequent”). Not to be confused with the fallacious: if \bigcirc , then \triangle , not \bigcirc , *therefore* not \triangle (“Denial of the antecedent”).

Necessary/contingent A state of affairs is necessary iff it could not possibly have failed to obtain. It is contingent iff it obtains though it could have failed to obtain.

Necessary/sufficient condition \bigcirc is a necessary condition of \triangle iff \triangle could not obtain without \bigcirc also obtaining. \bigcirc is a sufficient condition for \triangle iff \bigcirc 's obtaining is enough for \triangle to obtain.

Normative A normative (or “prescriptive”) claim is one that could be true only if someone *ought to do* something, or something *ought to be the case*. A normative term is one that cannot be used except in making normative claims. Contrasted with (*merely*) *descriptive* claims/terms.

Ontology A branch of metaphysics concerned specifically with what (kinds of) things there are.

Possible world A way things could have been (or are, since the actual world is also a possible world).

Reductio ad absurdum (“Reduction to absurdity”) A good way to argue for a claim is to temporarily hypothesize the negation of this claim and then show that this hypothesis generates an absurdity.

Sound An argument is sound iff (a) its premises are all true and (b) it is valid.

Straw position / straw man A position under criticism, but which no one really holds.

Thought experiment An imagined scenario. Our intuitions about the scenario may be incompatible with what a theory claims about the scenario, forcing us to decide between the theory and our intuitions.

Type/token How many letters does the word “London” contain? The question is ambiguous. It contains 4 *types* of letter (d, l, n, o) but a total of 6 letter *tokens*.

Use/mention Mentioning a word involves talking about the word itself, not about what it refers to, which is what is done in *using* the word. *E.g.* London is beautiful (use); “London” has six letters (mention).

Valid An argument is valid iff the truth of all its premises would serve to guarantee the truth of its conclusion. (*Alternative definition:* ...iff there is no possible situation in which the premises are all true and the conclusion false.)

Some logical notation

\neg, \sim not	\forall all/every
$\&, \wedge$ and	\exists there exists at least one
\vee or	\Box necessarily
\rightarrow if...then	\Diamond possibly

The rough meaning of some formulas...

$P \rightarrow Q$: If P then Q

$\Box Fa$: It is necessarily the case that a is F -ish

$\exists x(Fx \& Gx)$: At least one thing is both F -ish and G -ish

$\forall x(Fx \vee Gx)$: Everything is either F -ish or G -ish