

PROPOSAL
to
Revise Philosophy Program
and
Revise Philosophy Curriculum

submitted by
Curriculum Committee
Department of Philosophy
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Overview

The philosophy department proposes to revise its undergraduate program (major), which is presented in Part 1. It also proposes to revise its curriculum, which is presented in Part 2. The latter divides into several parts, in accordance with the difference in administrative requirements for (1) renaming/renumbering existing courses, and (2) adding new courses. In particular, in addition to the overall plan to revise the curriculum (Part 2A), there are further parts, addressing these two different aspects of the curricular proposal.

Thus, this document contains three major administrative parts.

- (1) proposal to revise undergraduate program (Part 1)
- (2) proposal to rename/renumber various existing philosophy courses (Parts 2A, 2B)
- (3) proposal to add new philosophy courses (Parts 2A, 2C,D,E).

Although these three proposals are administratively distinct, they are thematically unified, and are accordingly presented in a single document to the College Curriculum Committee. They can be appropriately separated as they move up through the various administrative channels.

Part 1: Proposal to Revise the Undergraduate Program in Philosophy

1. Introduction

The requirements for undergraduate majors in Philosophy do not align with current departmental interests and strengths, nor do they align with the requirements at cohort philosophy programs.

We propose to correct this.

2. Existing Requirements for Philosophy

The following chart displays the current requirements for an undergraduate philosophy major.

Field	Requirement
Logic	1 course
Ethics	1 course
History of Philosophy	4 courses
Electives	4 courses
Total	10 courses*
*7 must be 300-level or above	

The chief problems are the preponderance of requirements in history of philosophy, and the total lack of requirements in the core areas of metaphysics and epistemology (M&E).

3. Requirements Elsewhere

By way of comparison, a perusal of top philosophy departments across the country reveals the following *typical* pattern in degree requirements for philosophy majors.

Field	Requirement
Logic	1 course
Value-Theory	1 course
History of Philosophy	2 courses
Metaphysics & Epistemology (M&E)	2 courses
Electives	3-6 courses
Total	9-12 courses

The above table is meant to convey the *overall trend*. The details are implemented in various ways. For example, many departments specifically require Ancient Philosophy and Modern Philosophy (under History), and many departments specifically require Ethics (under Value-Theory). Many departments further subdivide M&E. Also, what specialty fields fall under M&E varies somewhat from department to department.

4. The Proposal

By way of bringing our requirements in line with those of our cohorts, we propose replacing our current requirements by the following requirements.

Field	Requirement
Logic	1 course
Value Theory	1 course
History of Philosophy A (ancient and medieval)	1 course
History of Philosophy B (17 th C and 18 th C)	1 course
Metaphysics & Epistemology	2 courses
Electives	4 courses
Total	10 courses*
*7 must be 300-level or above	

5. The Relevant Courses

We further propose that the following courses satisfy the various requirements listed above.¹ We also propose that other courses may be deemed by the departmental undergraduate advisors to satisfy various requirements according to their topics.

1. Logic

- 110 Introduction to Logic
- 310 Intermediate Logic
- 511 Modal Logic
- 512 Philosophy and Logic
- 513 Math Logic I
- 514 Math Logic II

2. Value Theory

- 160 Introduction to Ethics
- 161 Problems in Social Thought
- 164 Medical Ethics
- 360 Ethics
- 361 Social-Political Philosophy
- 381 Philosophical Approaches to Gender
- 387 Philosophy of Art
- 560 Ethics
- 561 Social-Political Philosophy
- 562 History of Ethics
- 581 Philosophy and Feminist Thought
- 587 Philosophy of Art

3. History of Philosophy A

- 320 History of Ancient Philosophy
- 328 Plato and Aristotle
- 329 Medieval Philosophy

4. History of Philosophy B

- 321 History of Modern Philosophy
- 330 Continental Rationalism
- 331 British Empiricism

5. Metaphysics & Epistemology

- 350 Epistemology
- 351 Metaphysics
- 382 Philosophy of Science
- 383 Philosophy of Religion
- 384 Philosophy of Language
- 385 Philosophy of Mind
- 550 Epistemology
- 551 Metaphysics
- 582 Philosophy of Science
- 583 Philosophy of Religion
- 584 Philosophy of Language
- 585 Philosophy of Mind
- 586 Philosophy of Mathematics

¹ These are the names and numbers of courses under a **new scheme**, which is proposed in Part 2.

Part 2: Proposal to Revise the Philosophy Curriculum

A. Overall Curriculum Proposal

1. Introduction

The curriculum of the Philosophy Department contains many inconsistencies in the naming, numbering, and availability of course topics at the various upper levels. In submitting this proposal, we hope to rectify these inconsistencies.

2. The Existing Course-Matrix

The following chart displays our current course offerings in core topics in philosophy.

Topic	100-level	300-level	500-level	700-level
Logic	110	310, 311	511-514	710
History of Philosophy	–	320-336	–	701-703
Metaphysics	–	–	551	750
Epistemology	–	–	550	751
Ethics	160, 163-165	–	562, 563	760
Social-Political Philosophy	161	362	560	761
Philosophy of Art	–	361	561	–
Philosophy of Women	–	381	–	–
Philosophy of Science	–	382	582	784
Philosophy of Religion	–	383	583, 585	782
Philosophy of Language	–	–	584	783
Philosophy of Mind	–	–	–	785
Philosophy of Mathematics	–	–	586	–

A casual perusal of this chart reveals numerous inconsistencies, including the following.

- (1) Many course numbers do not align systematically; in particular, the last two digits seem to permute almost at random from one level to another.
- (2) There are many conspicuous omissions; for example, we officially offer Philosophy of Mathematics at the 500-level but not at the 300-level or 700-level.

Furthermore, although it is not evident from the above chart, even when the course-numbers align properly with the topics, the official course-titles do not, as illustrated in the following chart.

161	Problems in Social Thought	761	Classics in Critical Social Theory
382	Philosophical Approaches To Science	582	Philosophy Of Science
361	Philosophy Of Art	561	Aesthetics
383	Philosophical Approaches To Religion	583	Philosophy of Religion

3. The Proposed Course-Matrix

By way of rectifying these inconsistencies, we propose to:²

- (1) align the numerical suffixes on courses in the same field;
- (2) align the titles of courses in the same field;
- (3) align the courses at the various levels so that every core topic is offered at all three upper-levels.

The following chart presents the proposed re-aligned course offerings.

Topic	100-level	300-level	500-level	700-level
Logic ³	110	310, 311	511-514	710
History of Philosophy ⁴	–	320-336	–	701-703
Metaphysics	–	350	550	750
Epistemology	–	351	551	751
Ethics	160,163-5	360	560, 562 ⁵	760
Social-Political Philosophy	161	361	561	761
Feminist Philosophy	–	381	581	781
Philosophy of Science	–	382	582	782
Philosophy of Religion	–	383	583, 588 ⁶	783
Philosophy of Language	–	384	584	784
Philosophy of Mind	–	385	585	785
Philosophy of Mathematics	–	– ⁷	586	– ⁸
Philosophy of Art	–	387	587	– ⁹

² There are, however, exceptions in the detailed execution of our overall scheme.

³ We propose no changes in our logic courses.

⁴ We propose no systematic changes in our history courses, although we do propose renaming one of them; see Section A.4.

⁵ Phil 562 is History of Ethics, which we do not propose to modify.

⁶ Phil 588 is the proposed new number for Philosophical Theology; see Section A.6.

⁷ This is an exception to the overall scheme; we do not propose to add a permanent 300-level philosophy of math course.

⁸ This is an exception to the overall scheme; we do not propose to add a permanent 700-level philosophy of math course.

⁹ This is an exception to the overall scheme; we do not propose to add a permanent 700-level philosophy of art course.

4. Renaming and Renumbering

The following courses will be renamed and/or renumbered. Material in boldface represents a change

Existing Number and Title		Proposed Number and Title	
335	Contemporary Analytic Philosophy	335	20th Century Analytic Philosophy
381	Philosophy of Women	381	Philosophical Approaches to Gender
551	Metaphysics	550	Metaphysics
550	Epistemology	551	Epistemology
751	Theory of Knowledge	751	Epistemology
563	Ethical Theory	560	Ethics
362	Approaches to Politics and Society	361	Social-Political Philosophy
560	Political Philosophy	561	Social-Political Philosophy
761	Classics in Critical Social Theory	761	Social-Political Philosophy
382	Philosophical Approaches to Science	382	Philosophy of Science
383	Philosophical Approaches to Religion	383	Philosophy of Religion
585	Philosophical Theology	588	Philosophical Theology
783	Philosophy of Language	784	Philosophy of Language
361	Philosophy of Art	387	Philosophy of Art
561	Aesthetics	587	Philosophy of Art

The general justification has already been offered – to make our course offerings more systematic. In two cases, a further justification is in order. In the case of Philosophy 335, the proposed title is closer to the content of the course as it is currently taught; in particular, the philosophers usually covered in this course are no longer contemporary! In the case of Philosophy 381, the proposed title is closer to the content of the course as it is currently taught; in particular, the course currently covers a wider spectrum of gender-related issues than suggested by the existing title ‘Philosophy of Women’.

5. New Courses

The following are the courses that we propose to add to our curriculum.

350	Metaphysics
351	Epistemology
360	Ethics
384	Philosophy of Language
385	Philosophy of Mind
581	Philosophy and Feminist Thought ¹⁰
585	Philosophy of Mind
781	Topics in Feminist Theory ¹¹

¹⁰ This is an exception to our general proposal. We do not propose a uniform title for courses falling under the general heading of feminist philosophy.

¹¹ See previous footnote.

We offer the same overall justification for each proposed addition.

- (1) it covers a topic that is an established field of philosophy.
- (2) it covers a topic for which we have qualified faculty.
- (3) it covers a topic that we already regularly teach at another upper-level.
- (4) its absence from the official curriculum is ultimately an oversight on the part of curriculum-designers in the distant past.

A detailed course-proposal for each of these courses accompanies this document.

6. Course-by-Course Proposal

Existing Number and Title		Proposed Number and Title	
335	Contemporary Analytic Philosophy	335	20 th Century Analytic Philosophy
–	–	350	Metaphysics
551	Metaphysics	550	
–	–	351	Epistemology
550	Epistemology	551	
751	Theory of Knowledge	751	
–	–	360	Ethics
563	Ethical Theory	560	
362	Approaches to Politics and Society	361	Social-Political Philosophy
560	Political Philosophy	561	
761	Classics in Critical Social Theory	761	
381	Philosophy of Women	381	Philosophical Approaches to Gender
–	–	581	Philosophy and Feminist Thought
–	–	781	Topics in Feminist Theory
382	Philosophical Approaches to Science	382	Philosophy of Science
383	Philosophical Approaches to Religion	383	Philosophy of Religion
585	Philosophical Theology	588	Philosophical Theology
–	–	384	Philosophy of Language
783	Philosophy of Language	784	
–	–	385	Philosophy of Mind
–	–	585	
361	Philosophy of Art	387	Philosophy of Art
561	Aesthetics	587	
581	Topics in Marxism	–	delete ¹²
781	Philosophy of Education	–	delete ¹³

¹² The numbers proposed for the added courses titled ‘Feminist Philosophy’ are 581 and 781, which aligns them with the current 300-level course ‘Philosophy of Women’ [to be renamed ‘Philosophical Approaches to Gender’]. This necessitates adjusting the courses that currently bear these numbers – namely, Phil 581 (Topics in Marxism) and Phil 781 (Philosophy of Education). Since we have not offered either of these courses for many years, and since we do not foresee offering them in the future, we propose simply to delete them.

¹³ See previous footnote.

B. Curricular Specifics – Renaming and Renumbering

As noted in the Overview, for administrative purposes, our curriculum proposal divides into two parts:

- (1) remaining/renumbering existing courses
- (2) adding new courses

The present part concerns (1)

In this part, we propose to rename and/or renumber the following courses. Material in boldface represents a change.

Existing Number and Title		Proposed Number and Title	
335	Contemporary Analytic Philosophy	335	20th Century Analytic Philosophy
381	Philosophy of Women	381	Philosophical Approaches to Gender
551	Metaphysics	550	Metaphysics
550	Epistemology	551	Epistemology
751	Theory of Knowledge	751	Epistemology
563	Ethical Theory	560	Ethics
362	Approaches to Politics and Society	361	Social-Political Philosophy
560	Political Philosophy	561	Social-Political Philosophy
761	Classics in Critical Social Theory	761	Social-Political Philosophy
382	Philosophical Approaches to Science	382	Philosophy of Science
383	Philosophical Approaches to Religion	383	Philosophy of Religion
585	Philosophical Theology	588	Philosophical Theology
783	Philosophy of Language	784	Philosophy of Language
361	Philosophy of Art	387	Philosophy of Art
561	Aesthetics	587	Philosophy of Art
581	Topics in Marxism	–	delete
781	Philosophy of Education	–	delete

The justification is offered in Part 2A.

C. Curricular Specifics – Adding New Courses

As noted in the Overview, for administrative purposes, our curriculum proposal divides into two parts:

- (1) remaining/renumbering existing courses
- (2) adding new courses

The present part concerns (2)

In particular, we propose to add the following 8 courses. The overall justification is provided in Part 2A. Detailed descriptions are provided in subsequent pages.

- (1) 350 Metaphysics
- (2) 351 Epistemology
- (3) 360 Ethics
- (4) 384 Philosophy of Language
- (5) 385 Philosophy of Mind
- (6) 581 Philosophy and Feminist Thought
- (7) 585 Philosophy of Mind
- (8) 781 Topics in Feminist Theory

NOTE: in order to save paper (and trees), we employ the following short-cuts.

- (1) Information requested in forms B and C is integrated into this document.
- (2) Mandated policy statements are included only once, as follows. The appropriate statements will be included in any syllabus that is published or otherwise circulated to students.

0. UMass Amherst Policy Statements

1. Accommodation Policy

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.

2. Undergraduate Academic Honesty Policy

The integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research. Academic honesty is therefore required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to:

Cheating - intentional use, and/or attempted use of trickery, artifice, deception, breach of confidence, fraud and/or misrepresentation of one's academic work.

Fabrication - intentional and unauthorized falsification and/or invention of any information or citation in any academic exercise.

Plagiarism - knowingly representing the words or ideas of another as one's own work in any academic exercise. This includes submitting without citation, in whole or in part, prewritten term papers of another or the research of another, including but not limited to commercial vendors who sell or distribute such materials.

Facilitating dishonesty - knowingly helping or attempting to help another commit an act of academic dishonesty, including substituting for another in an examination, or allowing others to represent as their own one's papers, reports, or academic works.

Sanctions may be imposed on any student who has committed an act of academic dishonesty. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. The procedures outlined below are intended to provide an efficient and orderly process by which action may be taken if it appears that academic dishonesty has occurred, and by which students may appeal such actions.

3. Graduate School Academic Honesty Policy

It is expected that all graduate students will abide by the Graduate Student Honor Code and the Academic Honesty Policy (available at the Graduate Dean's Office, the Academic Honesty Office (Ombud's Office) or online at http://www.umass.edu/gradschool/handbook/univ_policies_regulations_a.htm). Sanctions for acts of dishonesty range from receiving a grade of F on the paper/exam/assignment or in the course, loss of funding, being placed on probation or suspension for a period of time, or being dismissed from the University. All students have the right of appeal through the Academic Honesty Board.

1. Philosophy 350 – Metaphysics

1. General Information (per Form B)

School or College:	CHFA
Proposer:	Lynne Baker 545-4224 lrbaker@philos.umass.edu
Proposed Instructor:	Lynne Baker
Course Credits:	3
Prerequisites:	one course in philosophy
Intended Clientele:	upper-division departmental/related majors
Anticipated Enrollment:	20-30
Prior Offering:	This course has not been offered before, in our department or any other department at UMass.
Substitution:	This course does not substitute for a previous course.
Curricular Role:	This course will serve as an elective satisfying the new M&E requirement in the proposed revised Philosophy Program. (See Part 1.)
Catalog Description:	This course examines some of the important topics in metaphysics, including: personal identity, free will and determinism, universals, possibility and necessity, time, fatalism and God.

2. SYLLABUS

1. Course Objectives

This course introduces undergraduate philosophy majors to a central branch of philosophy – metaphysics – and covers various topics including: personal identity, free will and determinism, universals, possibility and necessity, time, fatalism and God.

2. Required Assignments

Weekly short papers	20%
In-class midterm exam	30%
Final papers (2 on assigned topics)	40%
Attendance and class participation	10%

3. Required Reading

Riddles of Existence, Earl Conee and Theodore Sider (Oxford: Clarendon Press, 2005)
The View from Nowhere, Thomas Nagel (New York: Oxford University Press, 1986)

4. Schedule

- Week 1: Introduction and Personal Identity (Ch. 1, *Riddles of Existence*)
- Week 2: Fatalism and Time (Ch. 2, Ch. 3, *Riddles of Existence*)
- Week 3: Fatalism and Time (cont); God (Ch. 4, *Riddles of Existence*)
- Week 4: God (cont); Why Not Nothing? (Ch. 5, *Riddles of Existence*)
- Week 5: Why Not Nothing? (cont)
- Week 6: Free Will and Determinism (Ch. 6, *Riddles of Existence*)
- Week 7: Constitution (Ch. 7, *Riddles of Existence*)
- Week 8: Universals (Ch. 8, *Riddles of Existence*)
- Week 9: Possibility and Necessity (Ch. 9, *Riddles of Existence*)
- Week 10: Introduction to *The View from Nowhere*, Mind, and Mind and Body (Ch. I – III, *The View from Nowhere*,
- Week 11: The Objective Self, Thought and Reality, and Freedom (Ch. IV, VI, VII, *The View from Nowhere*)
- Week 12: Freedom (cont), Value (Ch. VII, VIII, *The View from Nowhere*)
- Week 13: Birth, Death and the Meaning of Life (Ch. XI, *The View from Nowhere*)
- Week 14: What is Metaphysics? (Ch. 10, *Riddles of Existence*)

5. Selected Bibliography

Metaphysics: An Anthology, Jaegwon Kim and Ernest Sosa, eds. (Blackwell, 1999)

Metaphysics: The Big Questions, Peter van Inwagen and Dean W. Zimmerman, eds. (Blackwell, 1998)

2. Philosophy 351 – Epistemology

1. GENERAL INFORMATION (per Form B)

School or College:	CHFA
Proposer:	Hilary Kornblith 545-5787 kornblith@philos.umass.edu
Proposed Instructor:	Hilary Kornblith
Course Credits:	3
Prerequisites:	one course in philosophy
Intended Clientele:	upper-division departmental/related majors
Anticipated Enrollment:	20-30
Curricular Role:	This course will serve as an elective satisfying the new M&E requirement in the proposed revised Philosophy Program. (See Part 1.)
Prior Offering:	This course has not been offered before, in our department or any other department at UMass.
Substitution:	This course does not substitute for a previous course.
Catalog Description:	This course addresses central questions in contemporary epistemology concerning the nature of knowledge and justification; the <i>a priori</i> ; perceptual knowledge; skepticism.

2. SYLLABUS

1. Description and Goals

This course introduces undergraduate philosophy majors to a central branch of philosophy – epistemology (theory of knowledge – and covers various topics including: the nature of knowledge and justification; the *a priori*; perceptual knowledge; and skepticism.

2. Written Assignments

There will be two take-home examinations and a comprehensive take-home final examination. The first two examinations will be approximately 5 typewritten pages each, and they will be due at the end of the fourth and ninth week of the course. The final examination, which will be approximately 8 to 10 pages in length, will be due during the week of final examinations. Each of these examinations will require that you be able to explain a variety of philosophical views in some detail, and explain some of the arguments which have been given both in favor and against them.

3. Grading Criteria

The first two examinations will each count for 30% of your grade. The final examination will count for 40% of your grade.

4. Required Reading

Laurence Bonjour, *Epistemology: Classic Problems and Contemporary Responses*, Rowman and Littlefield, 2002.

5. Schedule

Weeks 1 and 2 – Introduction to Course; Descartes’s Epistemology

Readings:

BonJour, Chapters 1 and 2

Descartes, *Meditations* 1 and 2

Week 3 – The Concept of Knowledge

Readings:

BonJour, Chapter 3

Gettier, “Is Justified True Belief Knowledge?”

Week 4 – The Problem of Induction

Readings:

BonJour, Chapter 4

Hume, *Enquiry*, ch. 7

Week 5 – A Priori Justification

Readings:

BonJour, Chapter 5

BonJour, *In Defense of Pure Reason*, chapter 1

Week 6 – Immediate Experience

Readings:

BonJour, Chapter 6

Chisholm, *Perceiving*, chapter 4

Week 7 – Knowledge of the External World

Readings:

BonJour, Chapter 7

Russell, *Problems of Philosophy*, chapter 2

Weeks 8 and 9 – Other Minds, Testimony and Memory

Readings:

BonJour, Chapter 8

Ayer, “Statement about the Past”

Week 10 – Foundationalism and the Coherence Theory

Readings:

BonJour, Chapter 9

Alston, “Two Types of Foundationalism”

Weeks 11 and 12 – Internalism and Externalism

Readings:

BonJour, chapter 10

Goldman, “What is Justified Belief?”

Week 13 – Quine and Naturalized Epistemology

Readings:

BonJour, Chapter 11

Quine, “Epistemology Naturalized”

Week 14 – Skepticism

Readings:

BonJour, Chapter 12

Williams, *Problems of Knowledge*, Conclusion

6. Selected Bibliography

Alston, William, "Two Types of Foundationalism," *Journal of Philosophy*, 73(1976), 165-185.

Ayer, A. J., "Statement about the Past," in his *Philosophical Essays*, Macmillan, 1954.

BonJour, Laurence, *Epistemology: Classic Problems and Contemporary Responses*, Rowman and Littlefield, 2002.

BonJour, Laurence, *In Defense of Pure Reason*, Cambridge University Press, 1998.

BonJour, Laurence and Sosa, Ernest, *Epistemic Justification: Internalism vs. Externalism, Foundations vs. Virtues*, Blackwell, 2003.

Chisholm, Roderick, *Perceiving: A Philosophical Study*, Cornell University Press, 1957.

Descartes, Rene, *Meditations on First Philosophy*, trans. by Donald Cress, Hackett, 1969.

Feldman, Richard, *Epistemology*, Prentice-Hall, 2003.

Gettier, Edmund, "Is Justified True Belief Knowledge?," *Analysis*, 23(1963), 121-123.

Goldman, Alvin, "What is Justified Belief?," in his *Liaisons: Philosophy Meets the Cognitive and Social Sciences*, MIT Press, 1992.

Huemer, Michael, *Skepticism and the Veil of Perception*, Rowman and Littlefield, 2001.

Hume, David, *Enquiry Concerning Human Understanding*, Oxford University Press, 1966.

Quine, W. V. O., "Epistemology Naturalized," in his *Ontological Relativity and Other Essays*, Columbia University Press, 1969.

Russell, Bertrand, *Problems of Philosophy*, Oxford University Press, 1912.

Williams, Michael, *Problems of Knowledge: A Critical Introduction to Epistemology*, Oxford University Press, 2001.

3. Philosophy 360 – Ethics

1. GENERAL INFORMATION (per Form B)

School or College:	CHFA
Proposer:	Peter Graham 577-2785 pgraham@philos.umass.edu
Proposed Instructor:	Peter Graham
Course Credits:	3
Prerequisites:	two courses in philosophy
Intended Clientele:	upper-division departmental/related majors
Anticipated Enrollment:	20-30
Curricular Role:	This course will serve as an elective satisfying the new Value-Theory requirement in the proposed revised Philosophy Program. (See Part 1.)
Prior Offering:	This course has not been offered before, in our department or any other department at UMass.
Substitution:	This course does not substitute for a previous course.
Catalog Description:	This course examines the varieties of, and arguments for and against, ethical consequentialism – the theory that one is morally required to do is whatever will bring about the best consequences.

2. SYLLABUS

1. Description

We will examine and evaluate a variety of consequentialist moral theories – theories according to which what we morally ought to do is whatever will bring about the best state of affairs. Among the topics we will cover are: What are the strongest arguments for consequentialism? What are the strongest arguments against consequentialism? Which versions of consequentialism are the most plausible? What are the applications of consequentialism to thorny contemporary ethical issues such as abortion, euthanasia, eating animals for food, and others?

2. Goals

The goals of this course are three-fold:

- (1) to introduce students to debates in ethical theory both between consequentialists and non-consequentialists and among consequentialists as to what the correct moral theory is,
- (2) to get students to think about moral issues and try to evaluate whether they think that consequentialism is correct, and if so, which version, and
- (3) to equip students with the analytic skills of extracting arguments from a piece of text and evaluating them.

3. Homework Assignments

Homework assignments will be designed to test and sharpen students' analytical skills. Students will be asked to summarize and present in their own words the arguments of philosophers that we have read.

Students will also be asked to define and employ philosophical concepts crucial to the arguments and philosophical views we will be discussing. Last, students will be asked to consider and evaluate philosophical arguments related to the material covered in class but which was not explicitly discussed in class.

4. Midterm Exam

This exam will ask questions designed to gauge how well students have understood the material covered in the readings and class up until that point.

5. Final Paper

In the final paper, students will be asked to consider a philosophical position and critique it. They will be encouraged not just to point out the merits and flaws of the position mentioned in class, but also to provide their own analysis.

6. Course Grade Criteria

Students' final grades will be determined as follows:

40%	Homework Assignments
20%	Midterm Exam
40%	Final Paper

A student's final grade may be adjusted for his or her attendance and class participation record.

7. Required Reading

Jeremy Bentham, *The Principles of Morals and Legislation*, Prometheus Books, 1988.

Fred Feldman, "World Utilitarianism", in *Analysis and Metaphysics*, ed. By Keith Lehrer, Dordrecht: Reidel, 1975.

Fred Feldman, "Adjusting Utility for Justice: A Consequentialist Reply to the Objection from Justice", *Philosophy and Phenomenological Research*, 1995.

John Harris, "The Survival Lottery", *Philosophy*, 1975.

Shelly Kagan, *The Limits of Morality*, Oxford University Press, 1991.

John Stuart Mill, *Utilitarianism*, Hackett, 1979.

Thomas Nagel, *The View From Nowhere*, Oxford University Press, 1986.

Thomas Nagel, "War and Massacre", in his *Mortal Questions*, Cambridge University Press, 1979.

Robert Nozick, *Anarchy State and Utopia*, Basic Books, 1974.

Derek Parfit, *Reasons and Persons*, Clarendon Press, 1984.

Derek Parfit, "Innumerate Ethics", *Philosophy and Public Affairs*, 1978.

James Rachels, "Active and Passive Euthanasia", *The New England Journal of Medicine*, 1975.

John Rawls, *A Theory of Justice*, Harvard University Press, 1971.

W. D. Ross, *The Right and the Good*, Oxford University Press, 1930.

T.M. Scanlon, "Rights, Goals, and Fairness" in *Consequentialism and Its Critics*.

Samuel Scheffler (ed.), *Consequentialism and Its Critics*, Oxford University Press, 1988.

Samuel Scheffler, *The Rejection of Consequentialism: A Philosophical Investigation of the Considerations Underlying Rival Moral Conceptions*, Clarendon Press, 1982.

Henry Sidgwick, *The Methods of Ethics* (seventh ed.), MacMillan & Co., Ltd., 1907.

Peter Singer, *Practical Ethics*, Cambridge University Press, 1993.

J.J.C. Smart and Bernard Williams, *Utilitarianism: For and Against*, Cambridge University Press, 1973.

John Taurek, "Should the Numbers Count?", *Philosophy and Public Affairs*, 1977.

Judith Jarvis Thomson, *The Realm of Rights*, Harvard University Press, 1990.

8. Schedule

Weeks 1-3: Classical Consequentialists

Read: selections from Bentham, Mill, and Sidgwick

Weeks 4-6: Contemporary Consequentialists

Read: Feldman, selections from Kagan, selections from Parfit, and selections from Smart

Weeks 7-12: Challenges to Consequentialism and Consequentialist Replies

Read: Feldman, Harris, selections from Kagan, selections from Nagel, selections from Nozick, selections from Parfit, selections from Rawls, Scanlon, selections from Scheffler, Taurek, selections from Thomson, selections from Williams

Weeks 13-14: Consequentialism and Contemporary Moral Issues

Read: Singer, Rachels, Nagel

9. Selected Bibliography

Jeremy Bentham, *The Principles of Morals and Legislation*, Prometheus Books, 1988.

Fred Feldman, "World Utilitarianism", in *Analysis and Metaphysics*, ed. By Keith Lehrer, Dordrecht: Reidel, 1975.

Fred Feldman, "Adjusting Utility for Justice: A Consequentialist Reply to the Objection from Justice", *Philosophy and Phenomenological Research*, 1995.

John Harris, "The Survival Lottery", *Philosophy*, 1975.

Shelly Kagan, *The Limits of Morality*, Oxford University Press, 1991.

John Stuart Mill, *Utilitarianism*, Hackett, 1979.

Thomas Nagel, *The View From Nowhere*, Oxford University Press, 1986.

Thomas Nagel, "War and Massacre", in his *Mortal Questions*, Cambridge University Press, 1979.

Robert Nozick, *Anarchy State and Utopia*, Basic Books, 1974.

Derek Parfit, *Reasons and Persons*, Clarendon Press, 1984.

Derek Parfit, "Innumerate Ethics", *Philosophy and Public Affairs*, 1978.

James Rachels, "Active and Passive Euthanasia", *The New England Journal of Medicine*, 1975.

John Rawls, *A Theory of Justice*, Harvard University Press, 1971.

W. D. Ross, *The Right and the Good*, Oxford University Press, 1930.

T.M. Scanlon, "Rights, Goals, and Fairness" in *Consequentialism and Its Critics*.

Samuel Scheffler (ed.), *Consequentialism and Its Critics*, Oxford University Press, 1988.

Samuel Scheffler, *The Rejection of Consequentialism: A Philosophical Investigation of the Considerations Underlying Rival Moral Conceptions*, Clarendon Press, 1982.

Henry Sidgwick, *The Methods of Ethics* (seventh ed.), MacMillan & Co., Ltd., 1907.

Peter Singer, *Practical Ethics*, Cambridge University Press, 1993.

J.J.C. Smart and Bernard Williams, *Utilitarianism: For and Against*, Cambridge University Press, 1973.

John Taurek, "Should the Numbers Count?", *Philosophy and Public Affairs*, 1977.

Judith Jarvis Thomson, *The Realm of Rights*, Harvard University Press, 1990.

4. Philosophy 384 – Philosophy of Language

1. GENERAL INFORMATION (per Form B)

School or College:	CHFA
Proposer:	Kevin Klement 545-5784 klement@philos.umass.edu
Proposed Instructor:	Kevin Klement
Course Credits:	3
Prerequisites:	one course in philosophy
Intended Clientele:	upper-division departmental/related majors
Anticipated Enrollment:	20-30
Curricular Role:	This course will serve as an elective satisfying the new M&E requirement in the proposed revised Philosophy Program. (See Part 1.)
Prior Offering:	This course has not been offered before, in our department or any other department at UMass.
Substitution:	This course does not substitute for a previous course.
Catalog Description:	A survey of selected topics in contemporary analytic philosophy of language, including meaning, reference, naming, truth, speech acts, propositional attitudes, translation, vagueness, and the nature of linguistic representation.

2. SYLLABUS

1. Description and Goals

This course covers selected topics in contemporary analytic philosophy of language, including meaning, reference, naming, truth, speech acts, propositional attitudes, translation, vagueness, and the nature of linguistic representation. In addition to providing familiarity with these topics, the course is designed help students develop their abilities to read, explicate, analyze, and evaluate philosophical literature, write and express themselves well about their own philosophical positions, and think critically and analytically about highly abstract and theoretical issues about language.

2. Required Reading

The Philosophy of Language, ed. A. P. Martinich (4th ed., Oxford, 2000).

3. Course Requirements

- (1) in-class participation (10%)
- (2) three essay assignment (20% each)
- (3) a term paper (30%)

4. Schedule

1	Introduction	
2	Meaning/reference	Gottlob Frege, "On Sense and Nominatum"
3		Gottlob Frege, "On Sense and Nominatum", continued
4		Bertrand Russell, "On Denoting"
5		Bertrand Russell, "Descriptions"
6		P.F. Strawson, "On Referring"
7		Keith Donnellan, "Reference and Definite Descriptions"
8		Saul Kripke, "Naming and Necessity"
9		Hilary Putnam, "Meaning and Reference"
10		Gareth Evans, "The Causal Theory of Names"; John Searle, "Proper Names and Intentionality"
11		Propositional attitudes
12	Donald Davidson, "On Saying That"	
13	Jon Barwise and John Perry, "Semantic Innocence and Uncompromising Situations"	
14		Saul Kripke, "A Puzzle About Belief"
15	Verificationism	Carl Hempel, "Empiricist Criteria of Cognitive Significance"
16	Synonymy	W.V. Quine, "Two Dogmas of Empiricism"
17	Translation	W.V. Quine, "Meaning and Translation"***
18	Truth	Alfred Tarski, "The Semantic Conception of Truth and the Foundations of Semantics"
19		Donald Davidson, "Truth and Meaning" and "Belief and the Basis of Meaning"
20	Speech Acts	J.L. Austin, "Performative Utterances"
21		John Searle, "The Structure of Illocutionary Acts" and "A Taxonomy of Illocutionary Acts"
22		H.P. Grice, "Logic and Conversation"
23	Rule Following	Saul Kripke, "On Rules and Private Language"
24		Ruth Millikan, "Truth Rules, Hoverflies and the Kripke-Wittgenstein Paradox"
25	Language itself	David Lewis, "Language and Languages"
		Noam Chomsky, "Language and Problems of Knowledge"

5. Selected Bibliography

- Austin, J. L. (1962) *How To Do Things With Words*. Oxford: Oxford University Press.
- Ayer, A. (Ed.) (1959) *Logical Positivism*. New York: The Free Press.
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- Berger, Alan. (2002) *Terms and Truth: Reference Direct and Anaphoric*. Cambridge, MA: The MIT Press.
- Brandom, R. (1994) *Making It Explicit*. Cambridge, MA: Harvard University Press.
- Carnap, R. (1928) *The Logical Structure of the World (Die Logische Aufbau der Welt)*. George, E. (trans.) New York: Open Court Classics, 1999.
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- Davidson, D. (1984) *Inquiries Into Truth and Interpretation*. Oxford: Oxford University Press.
- Devitt, Michael. (1981) *Designation*. New York: Columbia University Press.
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- Dummett, M. (1978) *Truth and Other Enigmas*. Cambridge, MA: Harvard University Press.
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- Grice, P. (1989) *Studies in the Ways of Words*. Cambridge, MA: Harvard University Press, 1989.
- Hale, B. and Wright, C. (1999) *Blackwell Companion to the Philosophy of Language*. Malden, MA: Blackwell Publishers.
- Hempel, C. (1950) "Problems and Changes in the Empiricist Criterion of Meaning." *Revue Internationale de Philosophie* 11, 41-63.
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- Kripke, S. (1972) *Naming and Necessity*, Cambridge, MA: Harvard University Press.
- Kripke, S. (1982) *Wittgenstein on Rules and Private Language*. Cambridge, MA: Harvard University Press.
- Lepore, E., and Smith, B. (2006) *The Oxford Handbook of the Philosophy of Language*. Oxford: Oxford University Press.
- Locke, J. (1690) *An Essay Concerning Human Understanding*. P. Nidditch. (Ed.) Oxford: Oxford University Press, 1975.
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- Mill, J.S. (1843) *System of Logic: Ratiocinative and Inductive*. Stockton, CA: University Press of the Pacific, 2002.
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- Putnam, H. (1973) "Meaning and Reference." *The Journal of Philosophy* 70, 699-711.
- Putnam, H. (1975) "The Meaning of Meaning." In *Mind, Language and Reality*, pp. 215-271. Cambridge: Cambridge University Press.
- Russell, B. (1905) "On Denoting." *Mind* 14, 479-493.
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- Quine, W.V.O. (1953) "Two Dogmas of Empiricism." In *From a Logical Point of View*, pp. 20-46. Cambridge, MA: Harvard University Press.
- Quine, W.V.O. (1960) *Word and Object*. Cambridge, MA: The MIT Press.
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- Searle, J. (1969) *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
- Searle, J. (1982) *Expression and Meaning*. Cambridge: Cambridge University Press.
- Searle, J. (1983) *Intentionality*. Cambridge: Cambridge University Press.
- Soames, S. (2002) *Beyond Rigidity: The Unfinished Semantic Agenda of Naming and Necessity*. Oxford: Oxford University Press.
- Soames, S. (2004) *Reference and Description*. Princeton: Princeton University Press.
- Stalnaker, R. (1999) *Context and Content*. Oxford: Oxford University Press.
- Tarski, A. (1933) "The concept of truth in the languages of the deductive sciences." In A. Tarski. *Logic, Semantics, Metamathematics, papers from 1923 to 1938*, pp. 152-278. Corcoran, J. (Ed.). Indianapolis : Hackett Publishing Company, 1983.
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- Wettstein, Howard. (2006) *The Magic Prism: An Essay in the Philosophy of Language*. Oxford: Clarendon Press.
- Wittgenstein, L. (1922) *Tractatus Logico-Philosophicus*. C. Ogden. (Trans.) New York: Dover Pub., 1999.
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- Wright, C. (2001). *Realism, Meaning and Truth*. Malden, MA: Blackwell Publishing.

5. Philosophy 385 – Philosophy of Mind

1. GENERAL INFORMATION (per Form B)

School or College:	CHFA
Proposer:	Joseph Levine 5-1846 jle@philos.umass.edu
Proposed Instructor:	Joseph Levine
Course Credits:	3
Prerequisites:	two courses in philosophy
Intended Clientele:	upper-division departmental/related majors
Anticipated Enrollment:	20-30
Curricular Role:	This course will serve as an elective satisfying the new M&E requirement in the proposed revised Philosophy Program. (See Part 1.)
Prior Offering:	This course has not been offered before, in our department or any other department at UMass.
Substitution:	This course does not substitute for a previous course.
Catalog Description:	Investigation of the two basic questions concerning the mind-body problem – how can mere matter think, and how can it be conscious – through an evaluation of contemporary theories of mind.

2. SYLLABUS

1. Description and Goals

The course introduces undergraduate philosophy majors to contemporary issues in the philosophy of mind. It is principally concerned with the mind-body problem, which breaks down into two questions. How can mere matter think? How can it be conscious? We will investigate both of these issues through a critical evaluation of the principal contemporary theories of mind.

2. Required Reading

Philosophy of Mind: Classical and Contemporary Readings, ed. David Chalmers

3. Course Requirements

Two exams and a term paper (about 7 pages). Each exam will count 30% and the paper will count 40%. The exams will be primarily short answer and multiple choice. The paper assignment consists of submitting a first draft, upon which I will write detailed comments, revising in the light of these comments, and then submitting the final version together with a copy of the draft with comments on it. A significant portion of the paper grade will be determined by how well the student responds to the comments on the first draft.

4. Schedule

(based on MWF schedule)

Introduction	1 meeting
Cartesian Dualism (1 & 2) Descartes: from <i>Meditations</i> and <i>Passions of the Soul</i>	2 meetings
Behaviorism (5 & 7) Ryle, “Descartes’s Myth” Putnam, “Brains and Behavior”	2 meetings
The Identity Theory (9) Smart, “Sensations and Brain Processes”	3 meetings
Functionalism (11,13,&14) Putnam, “The Nature of Mental States” Lewis, “Psychophysical and Theoretical Identifications” Block, from “Troubles With Functionalism”	5 meetings
Realization and Reduction (17-18) Davidson, “Mental Events” Fodor, “Special Sciences”	5 meetings
Mental Causation (22 & 23) Kim, from “The Many Problems of Mental Causation” Yablo, “Mental Causation”	4 meetings
Qualia-Based Arguments (25,28,32,&35) Nagel, “What Is It Like to Be a Bat?” Jackson, “Epiphenomenal Qualia” Kripke, from “Naming and Necessity” Levine, “Materialism and Qualia: The Explanatory Gap”	4 meetings
Responses (29-30) Lewis, “What Experience Teaches” Loar, “Phenomenal States”	4 meetings
Higher-Order Thought (39) Rosenthal, “Explaining Consciousness”	2 meetings
Representationalism (40 & 42) Dretske, “Conscious Experience” Tye, “Visual Qualia and Visual Content Revisited”	3 meetings
Intentionality (44-46,51) Brentano, from “The Distinction Between Mental and Physical Phenomena” Chisholm, from “Intentional Inexistence” Dretske, “A Recipe for Thought” Fodor, “Propositional Attitudes”	6 meetings

5. Selected Bibliography

- Block, N., "Troubles With Functionalism", in C.W. Savage ed., *Perception and Cognition*, University of Minnesota Press, 1978.
- Brentano, F., "The Distinction Between Mental and Physical Phenomena", in D. Terrell, A. Rancurello, and L. McAlister, trans.; L. McAlister, ed., *Psychology from an Empirical Standpoint*, Routledge, 1995.
- Chalmers, D. ed., *Philosophy of Mind: Classical and Contemporary Readings*, Oxford University Press, 2002.
- Chisholm, R., "Intentional Inexistence", in *Perceiving: A Philosophical Study*, Cornell University Press, 1957.
- Davidson, D., "Mental Events", in *Experience and Theory*, Humanities Press, 1970.
- Descartes, R. (J. Cottingham, ed./trans.), *Meditations on First Philosophy*, Cambridge University Press, 1985.
- Descartes, R., "The Passions of the Soul", in J. Cottingham, R. Stoothoff, & D. Murdoch, eds./trans., *The Philosophical Writings of Descartes*, Volume 1, Cambridge University Press, 1996.
- Dretske, F., "Conscious Experience", *Mind* 102, 1993.
- Dretske, F., "A Recipe for Thought", in Chalmers (2002), originally published as "If You Can't Make One, You Don't Know How It Works", in P. French, T. Uehling, and H. Wettstein, eds., *Midwest Studies in Philosophy*, vol. 19, 1994.
- Fodor, J.A., "Special Sciences", *Synthese* 28, 1974.
- Fodor, J.A., "Propositional Attitudes", *The Monist* 61, 1978.
- Jackson, F., "Epiphenomenal Qualia", *Philosophical Quarterly* 32, 1982.
- Kim, J., "The Many Problems of Mental Causation", in *Mind in a Physical World*, MIT Press, 1998.
- Kripke, S., *Naming and Necessity*, Harvard University Press, 1980.
- Levine, J., "Materialism and Qualia: The Explanatory Gap", *Pacific Philosophical Quarterly* 64, 1983.
- Lewis, D., "Psychophysical and Theoretical Identifications", *Australasian Journal of Philosophy* 50, 1972.
- Lewis, D., "What Experience Teaches", *Proceedings of the Aristotelian Society*, 1988.
- Loar, B., "Phenomenal States", *Philosophical Perspectives* 4, 1990.
- Nagel, T., "What Is It Like to Be a Bat?", *Philosophical Review* 83, 1974.
- Putnam, H., "Brains and Behavior", in R. Butler, ed., *Analytical Philosophy: Second Series*, Blackwell, 1968.
- Putnam, H., "The Nature of Mental States", in Chalmers, D. ed., *Philosophy of Mind: Classical and Contemporary Readings*, Oxford University Press, 2002, originally published as "Psychological Predicates", in Capitan & Merrill, eds., *Art, Mind, and Religion*, University of Pittsburgh Press, 1973.
- Rosenthal, D., "Explaining Consciousness", in Chalmers, D. ed., *Philosophy of Mind: Classical and Contemporary Readings*, Oxford University Press, 2002.
- Ryle, G., "Descartes's Myth", in *The Concept of Mind*, Hutchinson, 1949.
- Smart, J.J.C., "Sensations and Brain Processes", *Philosophical Review* 68, 1959.
- Tye, M., "Visual Qualia and Visual Content Revisited", in T. Crane, ed., *The Contents of Experience*, Cambridge University Press, 1993.
- Yablo, S., "Mental Causation", *Philosophical Review* 101, 1992.

6. Philosophy 581 – Philosophy and Feminist Thought

1. GENERAL INFORMATION (per Form B)

School or College:	CHFA
Proposer:	Louise Antony 545-2316 lantony@philos.umass.edu
Proposed Instructor:	Louise Antony
Course Credits:	3
Prerequisites:	two courses in philosophy
Intended Clientele:	upper-division departmental/related majors; graduate students in philosophy and related majors
Anticipated Enrollment:	20-30
Curricular Role:	This course will serve as an elective satisfying the new Value-Theory requirement in the proposed revised Philosophy Program. (See Part 1.) It also serves as a beginning graduate-level course.
Prior Offering:	This course has not been offered before, in our department or any other department at UMass.
Substitution:	This course does not substitute for a previous course.
Catalog Description:	An analytical study of various philosophical issues that arise out of feminist analysis and feminist practice.

2. Syllabus

1. Description and Goals

This course offers students an analytical study of philosophical issues that arise out of feminist analysis and feminist practice. The issue on which we'll focus this semester is *autonomy*. Autonomy is a concept that has long been taken to be central to mainstream theories of ethics and politics. Feminists have embraced the notion in the past, but in recent years, many have become critical of it. We will examine the need for a notion of autonomy, as well as the adequacy of prevailing conceptions of autonomy, by looking at a variety of cases in which feminists have normative questions about women's choices or circumstances of choice.

2. Requirements

Undergraduates:

Four take-home essay assignments (200 - 400 words); varying credit – 60% total
Term paper – 30%
Class participation – 10%

Graduates:

Term paper – 80%
Class participation – 20%

3. Required Reading

“*Nagging Questions*”: *Feminist Ethics in Everyday Life*, ed. Dana E. Bushnell (NQ)
 Various essays, available on reserve in the Philosophy Department office (R)

4. Topical Outline And Schedule Of Readings

Weeks 1-3

Introduction – Overview of Philosophical Frameworks

The course this quarter will focus on the issue of autonomy as it arises within the context of feminist theory and feminist politics. How are we to understand the choices women make within patriarchy? Does oppression make authenticity impossible? During the first week, we’ll look at a variety of philosophical theories that offer some conceptual foundations for thinking about autonomy.

Readings:

1. Sarah Buss, “Personal Autonomy” Stanford Online Encyclopedia of Philosophy
<http://plato.stanford.edu/entries/personal-autonomy/>
2. Thomas Hill, “The Importance of Autonomy”
3. Iris Young, excerpt from *Justice and the Politics of Difference* (R)
4. Jean Grimshaw, “Woman and Autonomy” (R)
5. John Christman, “Feminism and Autonomy” (NQ)

Weeks 4-6

Autonomy and Responsibility

In the part of the course, we will consider the general question of the relation among such notions as autonomy, agency, and oppression.

Readings:

1. Susan Wendell, “Oppression and Victimization: Choice and Responsibility” (NQ)
2. Anita Superson, “Right-Wing Women: Causes, Choices, and Blaming the Victim” (NQ)
3. Christina Hoff Sommers, Excerpt from *Who Stole Feminism?* (R)
4. Uma Narayan, “Minds of Their Own: Choices, Autonomy, and Cultural Practices”(R)
5. Martha Nussbaum, “Judging Other Cultures: the Case of Female Genital Mutilation” (R)

Weeks 7-10

Reproductive Technology and Liberty

Here we will examine the notion of a “free and responsible choice” in the context of women’s engagement with new reproductive technologies, and with the new forms of family and work that such technologies make possible.

Readings:

1. Susan Sherwin, “New Reproductive Technologies” (NQ)
2. Ruth Hubbard, “Medical, Legal, and Social Implications of Prenatal Technologies” (R)
3. Debra Satz, “Markets in Women’s Reproductive Labor” (NQ)
4. Anita Allen, “Privacy and Reproductive Liberty” (NQ)
5. Lenore Kuo, “Coerced Birth Control and Sexual Discrimination” (NQ)
6. Mary Anne Warren, “Is IVF Research A Threat to Women’s Autonomy?” (NQ)

Weeks 11-15

Body Image and Sexuality

Here we will look at women's engagement with their own bodies and their own sexualities

Readings:

1. Mary Briody Mahowald, "To Be or Not Be a Woman: Anorexia Nervosa, Normative Gender Roles, and Feminism" (NQ)
2. Susan Bordo, "Anorexia Nervosa: Psychopathology as the Crystallization of Culture" (R)
3. Kathryn Pauly Morgan, "Women and the Knife: Cosmetic Surgery and the Colonization of Women's Bodies" (NQ)
4. Sandra Lee Bartky, "Feminine Masochism and the Politics of Personal Transformation" (NQ)
5. Catharine MacKinnon, "Pornography, Civil Rights, and Speech" (R)
6. Edward Johnson, "Beauty's Punishment: How Feminists Look at Pornography" (NQ)
7. Tracey A. Gardner, "Racism in Pornography and the Women's Movement" (R)
8. Kimberlé Crenshaw, "Whose Story Is It, Anyway? Feminist and Antiracist Appropriations of Anita Hill" (R)

5. Selected Bibliography

Antony, Louise and Charlotte Witt, eds. *A Mind of One's Own: Feminist Essays on Reason and Objectivity*, 2nd Edition (Boulder, CO: Westview Press, 2001).

Bordo, Susan, *Unbearable Weight: Feminism, Western Culture, and the Body* (Los Angeles, CA: University of California Press, 1995).

Hill, Thomas, *Autonomy and Self-Respect* (Cambridge, England: Cambridge University Press, 1991).

Kittay, Eva, *Love's Labor (Thinking Gender)* (New York, NY: Routledge, 1998).

MacKenzie, Catriona, and Natalie Stoljar, eds. *Relational Autonomy* (Oxford, England: Oxford University Press, 2000).

Friedman, Marilyn, *Autonomy, Gender, Politics* (Oxford, England: Oxford University Press, 2003).

Morrison, Toni, ed. *Race-ing Justice, En-gender-ing Power: Essays on Anita Hill, Clarence Thomas, and the Construction of Social Reality* (New York, NY: Pantheon Press, 1992).

Nussbaum, Martha, *Sex and Social Justice* (Oxford, England: Oxford University Press, 2001).

Sommers, Christina Hoff, *Who Stole Feminism?* (New York, NY: Simon and Schuster, 1995).

7. Philosophy 585 – Philosophy of Mind

1. GENERAL INFORMATION (per Form B)

School or College: CHFA

Proposer: Joseph Levine
5-1846
jle@philos.umass.edu

Proposed Instructor: Joseph Levine (member of graduate faculty)

Course Credits: 3

Prerequisites: two courses in philosophy + Phil 110 (intro to logic)

Intended Clientele: upper-division departmental majors only

Anticipated Enrollment: 20-30

Curricular Role: This course will serve as an elective satisfying the new M&E requirement in the proposed revised Philosophy Program. (See Part 1.) It also serves as a beginning graduate-level course.

Prior Offering: This course has not been offered before, in our department or any other department at UMass.

Substitution: This course does not substitute for a previous course.

Catalog Description: In this course we investigate the computational model of mind and the problem of intentionality through focused attention on the work of Jerry Fodor, the foremost authority on these topics.

2. SYLLABUS

1. Description and Goals

In this course we will investigate a particular topic in depth. Among the topics from which we will choose are: the computational model, the problem of naturalizing intentionality, internalism versus externalism, the problem of naturalizing conscious experience, and the relation between perception and cognition.

2. Required Reading

The Language of Thought, Jerry Fodor
The Modularity of Mind, Jerry Fodor
A Theory of Content and Other Essays, Jerry Fodor
 Other papers available online

3. Course Requirements

Three short (2-3 pages) papers, and one substantial term paper (12-15 pages). No exams. The term paper counts 75%, each short paper 5%, and class participation 10%.

4. Schedule

Introduction	1 meeting
Reductionism & Autonomy	2 weeks
<i>The Language of Thought</i> , Introduction Dennett, "Intentional Systems" Fodor, "Three Cheers for Propositional Attitudes" Churchland, "Eliminativism and the Propositional Attitudes" Fodor, "Computation and Reduction"	
The Language of Thought	3 weeks
<i>The Language of Thought</i> , chapter 1, chapter 2 (thru page 79) Fodor, "Propositional Attitudes" Dennett, "A Cure for the Common Code?" Fodor, "Why Paramecia Can't Have Mental Representations"	
Nativism	3 weeks
<i>The Language of Thought</i> , chapter 2 (pages 79-97) Fodor, "The Present State of the Innateness Controversy" Carey, "Knowledge Acquisition: Enrichment or Conceptual Change?" Margolis, "How to Acquire a Concept"	
Modularity	3 weeks
<i>The Modularity of Mind</i> , entire Fodor, "Modules, Frames, Fridgeons, Sleeping Dogs, and the Music of the Spheres" Marslen-Wilson & Tyler, "Against Modularity"	
Naturalizing Content	2 weeks
<i>A Theory of Content</i> , chapters 3&4 Antony & Levine, "The Nomic and the Robust" Baker, "Has Content Been Naturalized?"	

5. Selected Bibliography

Churchland, P. (1981). "Eliminative Materialism and the Propositional Attitudes", *The Journal of Philosophy* LXXVIII, 67-90.

Dennett, D.C. (1978). *Brainstorms: Philosophical Essays on Mind and Psychology*. Cambridge, MA: Bradford Books/M.I.T. Press.

Fodor, J.A. (1975). *The Language of Thought*. New York: Thomas Crowell, and Cambridge, MA: Harvard University Press.

Fodor, J.A. (1981). *Representations: Philosophical Essays on the Foundations of Cognitive Science*. Cambridge, MA: Bradford Books/The MIT Press.

Fodor, J.A. (1983). *The Modularity of Mind*. Cambridge, MA: Bradford Books/The MIT Press.

Fodor, J.A. (1986). "Why paramecia don't have mental representations", in *MIDWEST STUDIES IN PHILOSOPHY* VOL. X, (P. French, T. Uehling, Jr. and H. Wettstein, eds.), University of Minnesota Press.

Fodor, J.A. (1987). *Psychosemantics: The Problem of Meaning in the Philosophy of Mind*. Cambridge, MA: Bradford Books/The MIT Press.

Fodor, J.A. (1990). *A Theory of Content and Other Essays*. Cambridge, MA: Bradford Books/The MIT Press.

Garfield, J. ed. (1987). *Modularity in Knowledge Representation and Natural-Language Understanding*. Bradford Books/The MIT Press.

Loewer, B. & Rey, G., eds. (1991). *Meaning in Mind: Fodor and His Critics*, Blackwell.

Margolis, E. and Laurence, S. eds. (1999). *Concepts: Core Readings*. Bradford Books/The MIT Press.

8. Philosophy 781 – Topics in Feminist Theory

1. GENERAL INFORMATION (per Form C)

School or College:	CHFA
Proposer:	Louise Antony 545-2316 lantony@philos.umass.edu
Proposed Instructor:	Louise Antony (member of graduate faculty)
Course Credits:	3
Prerequisites:	graduate status or consent of instructor
Intended Clientele:	Graduate students in philosophy and related fields
Anticipated Enrollment:	5-15
Curricular Role:	This course will serve as an advanced seminar for doctoral students in philosophy and related fields.
Prior Offering:	This course has not been offered before, in our department or any other department at UMass.
Substitution:	This course does not substitute for a previous course.
Catalog Description:	Some current controversies within feminist epistemology, based on Alessandra Tanesini's <i>An Introduction to Feminist Epistemologies</i> , plus readings from contemporary works in mainstream and feminist epistemology.

2. SYLLABUS

1. Description and Goals

This seminar will deal with some current controversies within feminist epistemology. Our discussions will be anchored by Alessandra Tanesini's recent book, *An Introduction to Feminist Epistemologies*, together with my critical response to that work. Additional readings will be drawn from contemporary works in mainstream and feminist epistemology.

We will begin with some background readings: a basic introduction to analytic epistemology and several differing characterizations of feminist epistemology. We'll then look at early, agenda-setting work in feminist epistemology. We'll then take up the following series of issues:

- 1) Individualism: Is knowledge "atomistic" – a matter of discrete states of individual thinkers – or can it only be understood "holistically," in terms of entire networks of subjects' beliefs
- 2) Scientific Knowledge: This issue is connected with the issue about individualism – the question is whether the subject of scientific knowledge is the individual knower, or an entire scientific community.
- 3) Feminist Empiricism: Can pernicious biases within science be eliminated by democratizing the scientific community?
- 4) Naturalistic Epistemology and Feminism: Can the naturalistic approach to the study of knowledge advocated by Quine provide a framework for addressing feminist questions about knowledge?
- 5) Objectivity: We'll look at the controversy about which, if any, conception of 'objectivity' has a place in feminist theory.

- 6) Epistemic Responsibility: We will compare the notions of epistemological virtue within mainstream and feminist epistemologies.

2. Texts

- *An Introduction to Feminist Epistemologies*, by Alessandra Tanesini (“Tanesini”)
- *Discovering Reality*, ed. Sandra Harding and Merrill Hintikka (“DR”)
- *The Oxford Handbook of Epistemology*, ed., and with introduction by Paul Moser (reserve) (“Handbook”)
- Course pack of additional readings (C)
- Links to readings on the web appear on syllabus

3. Requirements

- One or two oral presentations
- Weekly 2 page response papers
- Term paper
- Attendance at all seminar meetings and participation in discussion is expected

4. Topical Outline and Schedule of Readings

Weeks 1 & 2: Mainstream Epistemology and Feminist Epistemology

Moser, “Introduction,” (Handbook)

Tanesini, Ch. 1

Naomi Scheman, “Feminist Epistemology,” and “Reply to Antony”

Louise Antony, “Comment on Scheman”

Elizabeth Anderson, “Feminist Epistemology,” *Stanford Encyclopedia of Philosophy*

<http://plato.stanford.edu/entries/feminism-epistemology/>

Karen Jones, “Feminist Epistemology,” *MacMillan Encyclopedia of Philosophy*, 2nd. Edition

Week 3: Early Critical Statements

Sandra Harding, “Why Has the Sex/Gender System Only Now Become Visible?” (DR)

Alison Jaggar, Excerpts from *Feminist Politics and Human Nature* (C)

Lorraine Code, “Taking Subjectivity into Account” (DR)

Weeks 4 & 5: Individualism

Tanesini, Ch. 2

Antony, “Quine as Feminist, pp. 110-129

Naomi Scheman, “Individualism and the Objects of Psychology” (DR)

Antony, “Is Psychological Individualism a Piece of Ideology?” (C)

Weeks 6 & 7: Scientific Knowledge

Philip Kitcher, “Scientific Knowledge,” (Handbook)

Tanesini, pp. 114-137

Lynn Hankinson Nelson, “Epistemological Communities” (C)

Helen Longino, “The Fate of Knowledge in Social Theories of Science” (C)

Miriam Solomon, “A More Social Epistemology” (C)

Antony, “The Socialization of Epistemology” (C)

Weeks 8 - 10: Naturalistic Epistemology

Alvin Goldman, "The Sciences and Epistemology" (Handbook)
W. v. O. Quine, "Epistemology Naturalized"
Tanesini, Ch. 5
Jane Duran, Excerpt from *Toward a Feminist Epistemology* (C)
Lynn Hankinson Nelson, Excerpt from *Who Knows?* (C)
Antony, "Quine as Feminist..." pp. 129-end (C)
Code, "What is Natural About Epistemology Naturalized?"

Weeks 11 - 13: Objectivity

Tanesini, Ch. 7
Catherine MacKinnon, Excerpt from *Feminism Unmodified* (C)
Sally Haslanger, "On Being Objective and Being Objectified" (C)
Susan Bordo, Excerpt from *Flight from Subjectivity* (C)
Evelyn Keller "Gender and Science" (DR)
Naomi Scheman, "Though This Be Method, Yet There is Madness in It," (C)
Sara Worley, "Feminism, Objectivity, and Analytic Philosophy" (C)
Elizabeth Anderson, "Knowledge, Human Interests and Objectivity in Feminist Epistemology," (C)

Week 14: Standpoint Theory

Tanesini, Ch. 6
Nancy Hartsock, "The Feminist Standpoint" (DR)
Harding, "Rethinking 'Strong Objectivity'" (C)
Bat-Ami Bar On, "Marginality and Epistemic Privilege" (C)

Week 15: Epistemic Responsibility

John Greco, Excerpt from "Virtues in Epistemology" (Handbook)
Richard Feldman, Excerpt from "Epistemological Duties" (Handbook)
Lorraine Code, Excerpt from *Epistemic Responsibility* (C)
Karen Jones, "The Politics of Credibility" (C)

D. Catalog Descriptions

(To be Submitted to Faculty Senate Office; to be published in *Campus Chronicle*)

Philosophy 350: Metaphysics

Instructor: Lynne Baker

Credits: 3

Prerequisites: one course in philosophy

Description: This course examines some of the important topics in metaphysics, including: personal identity, free will and determinism, universals, possibility and necessity, time, fatalism and God.

Philosophy 351: Epistemology

Instructor: Hilary Kornblith

Credits: 3

Prerequisites: one course in philosophy

Description: This course addresses central questions in contemporary epistemology concerning the nature of knowledge and justification; the a priori; perceptual knowledge; skepticism.

Philosophy 360: Ethics

Instructor: Peter Graham

Credits: 3

Prerequisites: two courses in philosophy

Description: This course examines the varieties of, and arguments for and against, ethical consequentialism – the theory that one is morally required to do is whatever will bring about the best consequences.

Philosophy 384: Philosophy of Language

Instructor: Kevin Klement

Credits: 3

Prerequisites: one course in philosophy

Description: A survey of selected topics in contemporary analytic philosophy of language, including meaning, reference, naming, truth, speech acts, propositional attitudes, translation, vagueness and the nature of linguistic representation.

Philosophy 385: Philosophy of Mind

Instructor: Joseph Levine

Credits: 3

Prerequisites: two courses in philosophy

Description: Investigation of the two basic questions concerning the mind-body problem – how can mere matter think, and how can it be conscious – through an evaluation of contemporary theories of mind.

Philosophy 581: Philosophy and Feminist Thought

Instructor: Louise Antony

Credits: 3

Prerequisites: one course in philosophy

Description: An analytical study of various philosophical issues that arise out of feminist analysis and feminist practice.

Philosophy 585: Philosophy of Mind

Instructor: Joseph Levine

Credits: 3

Prerequisites: Phil 110 plus two other courses in philosophy

Description: We investigate a particular topic in depth, including the following: the computational model, naturalizing intentionality, internalism versus externalism, naturalizing conscious experience, the relation between perception and cognition.

Philosophy 781: Topics in Feminist Theory

Instructor: Louise Antony

Credits: 3

Prerequisites: graduate standing

Description: Some current controversies within feminist epistemology, based on Alessandra Tanesini's *An Introduction to Feminist Epistemologies*, plus readings from contemporary works in mainstream and feminist epistemology.