

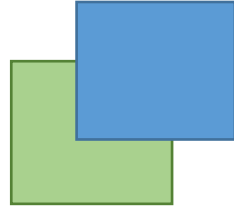
PHILOSOPHY STUDENT HANDBOOK

University of British Columbia

2020-2021



MAJOR & BEYOND



Why a UBC Philosophy Major?

The major and joint majors programs are designed to provide students with a thorough grounding in the main elements of philosophy. A UBC philosophy degree gives students the analytical skills, writing abilities, and cultural knowledge necessary for many careers. It also lays the groundwork for independent research in philosophy and could lead to a graduate degree.

Career Opportunities

A philosophy degree can lead to many exciting careers that require critical thinking, analytical, argumentation, and concise writing skills, to name a few. Naturally, a common career choice amongst philosophy students is law. A philosophy degree can give you a firm foundation to master a law degree. It can also open up a variety of opportunities in legal research.

The Department of Philosophy offers a variety of program specializations giving you the opportunity to focus in on a specific field or apply your analytical and research skills to a broad discipline. For example, you might enjoy the philosophy of economics. In contrast, you might choose to broaden your focus to several areas in philosophy and use your knowledge to pursue a diverse career in policy analysis. The possibilities are endless, and philosophy students have the benefit of entering several different fields of study under the umbrella of a philosophy degree.

Program Specializations

Major in Philosophy

In order to be accepted into the Major in Philosophy program, you must declare your major using the online Student Service Centre, generally prior to the start of your third year. There is no need to apply to the Department in order to enter the Major in Philosophy program.

Major in Philosophy & Economics

Admission to the program is subject to the admissions restrictions and application process that currently pertain to the Major in Economics. The program has both philosophy and economics course requirements.

Major in Philosophy & Political Science

Admission to the program is subject to the admission restrictions and application process that currently pertain to the Major in Political Science. The program has both philosophy and political science course requirements.

Major in History & Philosophy of Science

The only requirement for admission is consultation with the program advisor. The program has both philosophy and history course requirements.

Major in Cognitive Systems: Mind, Language & Computation

The Major in Cognitive Systems Program (Philosophy stream) is a multi-disciplinary program involving four departments: Computer Science, Linguistics, Philosophy, and Psychology. In order to be accepted, you must declare your major using the online Student Service Centre before the end of your second year.

Honours in Philosophy

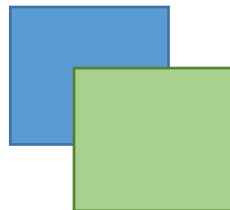
The Honours in Philosophy program is the normal route to graduate study and requires the maintenance of high academic standards. Students are strongly encouraged to apply for admission to the Honours program by the end of their second year. Applicants are normally expected to have obtained a minimum grade of 80% in at least two of PHIL 220, 230, or 240, and must obtain a recommendation from a philosophy instructor.

Minor in Philosophy

The Department of Philosophy offers many courses suitable for students in all fields of study who are looking either for a general introduction to philosophy or who wish to develop specific interests they may have outside of their home disciplines. In addition, many courses that the Department offers have been designed especially to complement other degree programs in the humanities, the natural and social sciences, and the University's professional faculties.

For more information on specific program requirements, please visit: philosophy.ubc.ca

DEPARTMENT ADVISORS



Philosophy Department Advisors 2020-21

Chair of Undergraduate Studies:

Paul Bartha

paul.bartha@ubc.ca

Chair of Graduate Studies:

Roberta Ballarin

roberta.ballarin@ubc.ca

Honours Advisor:

David Gilbert

dave.gilbert@ubc.ca

Transfer Credit Officer

Leslie Burkholder

leslie.burkholder@ubc.ca

Major in History & Philosophy of Science Advisor

Alan Richardson

alan.richardson@ubc.ca

Major in Philosophy & Economics Advisor

John Beatty

john.beatty@ubc.ca

Major in Cognitive Systems Advisor (Philosophy Stream)

Christopher Mole

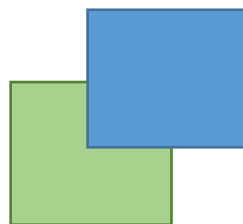
chris.mole@ubc.ca

Philosophy & Political Science Advisor

Scott Anderson

scott.anderson@ubc.ca

COURSES OFFERED



PHIL 100 – Introduction to Philosophy

Basic problems and methods of Philosophy. Topics such as the existence of God, the nature and scope of human knowledge, the relationship between mind and body, personal identity, free will, issues and problems in moral philosophy. Credit will not be granted for both PHIL 100 and either or both PHIL 101 or PHIL 102.

PHIL 101 – Introduction to Philosophy

Basic problems and methods of philosophy. Topics such as the nature and scope of human knowledge, the existence of God, and the relationship between mind and body. Credit will be granted for only one of PHIL100 or PHIL101

PHIL 102 – Introduction to Philosophy II

Basic problems and methods of philosophy. Topics such as morality, personal identity, free will and determinism, and the meaning of life. Credit will be granted for only one of PHIL100 or PHIL102

PHIL 120 – Introduction to Critical Thinking

Tools for dealing with both every day and more technical arguments and concepts. Analysis and resolution of confusions, ambiguities, and fallacies. This course is restricted to students with fewer than 90 credits.

PHIL 125 – Introduction to Scientific Reasoning

Historical and logical analysis of various types of scientific hypotheses and the data that support or undermine them. This course is restricted to students with fewer than 90 credits.

PHIL 211 – Greek Philosophy I: Socrates and Plato

The Pre-Socratics; Socrates; Sophists. Recommended as preparation for PHIL 310. Equivalency: CLST 212.

PHIL 212 – Greek Philosophy II: Aristotle and After

Aristotle; selections from Hellenistic and Late Antique Philosophy. Recommended as preparation for PHIL 310. Equivalency: CLST 212.

PHIL 220 – Symbolic Logic

Sentential and predicate logic. Translation from natural language; truth tables and interpretations; systems of natural deduction up to relational predicate logic with identity; alternative proof methods. Some sections may use computer-based materials and tests.

PHIL 230 – Introduction to Ethics

Theories of obligation and value; moral reasoning; normative ethics, descriptive ethics and meta-ethics. Readings in classic and contemporary texts.

PHIL235 – Contemporary Moral Issues

Moral issues such as life and death decisions, paternalism, markets, animal welfare, technology, and global justice.

PHIL 240 – Introduction to Epistemology

Topics in epistemology such as skepticism, truth, justification, a priori and a posteriori knowledge. Reading from classic and contemporary texts.

PHIL 250 – Minds and Machines

Philosophical and theoretical issues that pertain to how mental phenomena fit into the material world. Examine questions such as whether a sophisticated enough computer should be deemed a

conscious intelligent being. Focus on philosophical literature on consciousness, intelligence, animal minds, and the mind-body relation. Credits will be granted for only one of PHIL250 or PHIL150.

PHIL 260 – Science and Society in the Contemporary World

An introduction to the historical development, conceptual foundations, and cultural significance of contemporary science. Themes will vary from year to year. Equivalency: HIST 260.

PHIL 310 – The Philosophy of Plato

A study of Plato's dialogues and his influence on subsequent philosophy. *Prerequisite: PHIL/CLST 212 recommended.*

PHIL 311 – The Philosophy of Aristotle

A study of Aristotle's writings and his influence on subsequent philosophy. *Prerequisite: PHIL 310.*

PHIL 313 – Medieval Philosophy

Survey of Western European Thought from Augustine to the 14th century. Possible topics and authors include: Augustine; Abelard; the influence of Islam; the rediscovery of Aristotle; Aquinas; Scotus; Ockham. Equivalency: RELG 328.

PHIL 314 – Philosophy in the 17th Century

Survey of 17th-century philosophy from Bacon to Leibniz, including the writings of Hobbes, Descartes, and Spinoza. The influence of science and religion on philosophical thought.

PHIL 315 – Philosophy in the 18th Century

Survey of 18th-century philosophy from Locke to Kant, including the writings of Berkeley, Rousseau, and Hume. The influence of science and religion on philosophy. *Prerequisite: PHIL 314.*

PHIL 316 – Philosophy After 1800

Survey of 19th and 20th century philosophy. May include Hegel, Schopenhauer, Nietzsche, Mill, Meinong, Brentano, the British Idealists, Russell, and Moore. Social and political currents in 19th century philosophical thought.

PHIL 320 – Logic: Metatheory and Computability

Continuation of PHIL 220. A system of deduction for predicate logic is selected for further study. Completeness of this system and other metatheoretic results are proved. Other topics include computability, recursive function theory, incompleteness and decidability. *Prerequisite: PHIL 220.*

PHIL 321 – Induction, Decision and Game Theory

Formal methods relevant to the logic of decision. Decision theory, game theory, axiomatic probability theory and its interpretations, belief dynamics, simulation and modelling. *Prerequisite: One of PHIL 125, PHIL220 or instructor permission.*

PHIL 322 – Modal Logic

Logic of the modal operators "It is necessary that" and "It is possible that." Possible-world semantics and a method of derivation for this logic. *Prerequisite: PHIL 220.*

PHIL 323 Non-Classical Logics

One or more of conditional logic, deontic logic, epistemic logic, many-valued logic, systems of belief dynamics. *Prerequisite: PHIL 220.*

PHIL 326 Philosophy of Language I

Philosophical discussion of language, meaning, and communication. Credit will be granted for only one of PHIL 326 or PHIL 425.

Prerequisite: At least one of LING 201/PHIL 220, plus 6 additional credits of PHIL/LING at the 200-level or above.

PHIL 330 – Social and Political Philosophy

Theories of political and legal obligation and authority, legal reasoning, society and the state. Readings in classic and contemporary texts. *Prerequisite: PHIL 230 is strongly recommended.*

PHIL 331 - Business and Professional Ethics

Moral problems in contemporary business and professional practice, general moral theory, the law, and policy formation. Corporate social and environmental responsibility, employee rights, preferential hiring and affirmative action programs, conflicts of interest, advertising, “whistle blowing,” and self-regulation. Credit will be granted for only one of PHIL 331 or PHIL 434.

PHIL 332 – Environmental Ethics

Moral problems arising in the context of human relationships to nature and to non-human living things, considered in terms of both general moral theory and policy formation. Topics include moral standing, animal rights, obligations to future generations, pollution, hazardous materials, the depletion of natural resources, and the treatment of non-human living things. Credit will be granted for only one of PHIL 332 or PHIL 435.

PHIL 333 – Bio-Medical Ethics

Moral problems arising in the health sciences, especially in medicine but also in biology, psychology, and social work. Topics include abortion, death and euthanasia, genetic engineering, behaviour modification, compulsory treatment, experimentation with human beings and animals, and the relationship between professionals and their patients, subjects or clients. No philosophical background is required. Credit will be granted for only one of PHIL 333 or PHIL 433.

PHIL 334 – Sex, Gender and Philosophy

Relationship between sex, gender, and philosophy. Topics may include ethics, epistemology, science, social relations, law, and personhood.

PHIL 335 – Power and Oppression

Philosophical approaches to historical problems of inequality and social harm, with readings drawn from historical and contemporary sources. Topics to be studied may include slavery, colonialism, labour, and the position of women in society.

PHIL 337 – Ethics for the Sciences

Philosophical exploration of ethical issues in the non-medical sciences, including topics such as intellectual integrity, responsible conduct of research, protection of human subjects, ethics of animal experimentation, and the social responsibilities of scientists.

PHIL 338 – Philosophy of Law

Concepts of law, constitution and sovereignty; law and morality; natural law theories and legal positivism; obligation, responsibility, and punishment. Restricted to second- or higher-year standing.

PHIL 339 – Philosophy of Art

Topics include art and perception, art and reality, imagination, expression, censorship, and the role of art in human life.

PHIL 340 – Introduction to Metaphysics

Topics in metaphysics and epistemology such as induction, the mind/body problem, free will, and action theory. Readings from classic and contemporary texts. *Prerequisite: PHIL 240 is recommended.*

PHIL 347 – Philosophy of Religion

A critical and analytical examination of arguments for and arguments against the existence of God, and other related topics.

PHIL 348 – Introduction to Continental Philosophy

Major themes and figures in the Continental philosophy tradition; possible topics include 19th century precursors, 20th century philosophers, and comparisons between analytic and continental philosophy.

PHIL 351 – Philosophical Perspectives on Cognitive Systems Research

Philosophical exploration of questions and theories arising from research into the mind, as conducted in psychology, linguistics, and computer science. *Prerequisites: Three credits selected from any of PHIL 211, 212, 220, 230, 235, 240, 250, 260, or COGS 200.*

PHIL 360 – Introduction to History and Philosophy of Science

An examination of historical, conceptual and methodological conditions of scientific knowledge through detailed consideration of important episodes in the history of science. Equivalency: HIST 393.

PHIL 362 – History and Philosophy of Economics from Aristotle to Adam Smith

The development of economic thought from Aristotle to Adam Smith, focusing primarily on the conceptual foundations of economics, particularly the problems of value, distribution, and economic growth. Equivalency: ECON 318.

PHIL 363 – History and Philosophy of Economics from Ricardo to Keynes

The development of economic thought from David Ricardo up to the present, including such figures as Malthus, Mill, Jevons, and Keynes, focusing primarily on the conceptual foundations of economics,

particularly the problems of value, distribution and growth.
Equivalency: ECON 319.

PHIL 364 – Darwin, Evolution, and Modern History

Darwin and the science of evolution in nineteenth and early twentieth century. Equivalency HIST 394.

PHIL 369 – Philosophy of Science

Issues common to all sciences. Philosophical questions including the character of scientific laws, theories and revolutions, the nature of scientific confirmation, causality, explanation and prediction, and the use of logic and probability. Difficulties in the interpretation of atomic physics and questions about relationships between biology and psychology. No philosophical background is assumed. Credit will be granted for only one of PHIL 369 or PHIL 460.

PHIL 375 – Philosophy and Literature

Philosophical issues in works of literature or arising from theories of literary interpretation. Topics include issues relating to relativism, the nature of morality, free will, personal identity, and the nature of the emotions.

PHIL 385 – Existentialism

Meaning, identity and alienation as explored in the works of Kierkegaard, Dostoyevsky, Tolstoy, Sartre, and Camus, among others.

PHIL 388 – Buddhist, Brahmanical and Jain Philosophers in Interaction

Debates on issues of epistemology, language and ontology among the philosophical schools or systems of classical India Nagarjuna, Bhartrhari, Uma-svati, Sankara and others. Equivalency: ASIA 388.

PHIL 390 – Honours Tutorial

For students in third-year Honours.

PHIL 414 – Topics in the History of Modern Philosophy

Intensive study of a major philosopher or school, such as Descartes, Hume, Empiricism, Rationalism, or the British utilitarians.

PHIL 415 – The Philosophy of Immanuel Kant

Study of Kant's critical philosophy. *Prerequisite: One of PHIL 314, PHIL 315, PHIL 316, PHIL 340.*

PHIL 416 – Topics in 19th-Century Philosophy

Study of a major 19th-century philosopher such as Hegel, Mill or Nietzsche, or school, such as German Idealism. *Prerequisite: One of PHIL 314, PHIL 315, PHIL 316, PHIL 340.*

PHIL 418 – Topics in Twentieth-Century Philosophy

Intensive study of a major philosopher such as Wittgenstein, Russell, or Heidegger, or school, such as pragmatism or logical empiricism. *Prerequisite: PHIL 340.*

PHIL 419A – Philosophy of History

Concepts of history and historical explanation, historical progress, purpose, necessity, law and causation. Hegel, Marx, Vico, Spengler, Pareto, Collingwood, Croce, and Toynbee, as well as contemporary figures.

PHIL 420A – Topics in Symbolic Logic

Formal semantics, proof theory, incompleteness and decidability, axiomatic set theory, independence results.

PHIL 431 – Topics in Social and Political Philosophy

Central concepts and problems in political life and thought including obligation, citizenship, representation, justice; equality; civil rights and liberty; disobedience.

Prerequisite: 9 credits of PHIL/POLI at the 200-level or above.

PHIL 440 – Topics in Epistemology

Analysis of the concept of knowledge; problems of justifying ordinary and basic empirical beliefs.

PHIL 441 – Philosophy of Perception

The contribution of the senses to knowledge of the external world; the nature of perception and its contribution to empirical knowledge. *Prerequisite: PHIL 240 or COGS 200 if accompanied by 3 credits in PHIL at the 200-level or above).*

PHIL 448 – Topics in Continental Philosophy

A study of European philosophers from amongst Husserl, Heidegger, Habermas, Foucault, Derrida, Lacan, Levinas, and others. Credit will be granted for only one of PHIL 448 or PHIL 449.

PHIL 451 – Philosophy of Mind

The nature of the mental and physical; the relation between minds and bodies; the character of psychological explanation.

Prerequisite: Either a) PHIL 240 or b) COGS 200 (If COGS 200, accompanied by 3 credits of PHIL at the 200-level or above).

PHIL 455 – Topics in the Philosophy of Cognitive Science

Philosophical topics in the cognitive sciences, such as empiricism vs. nativism, consciousness, mental representation, cognitive architecture, language and thought, and situated cognition.

PHIL 464 – Philosophy of Biology

Methodological, historical, philosophical and social science questions about biology.

Prerequisite: Fourth-year standing in any degree program or 9 credits of philosophy.

PHIL 470 – Comparative Conceptions of the Self

Ways in which the 'self' has been portrayed in eastern and western religious traditions. Thinkers to be considered include Aristotle, Mencius, Freud, Xunzi (Hsün-tzu), Nietzsche, and Zhuangzi (Chuang-tzu). Equivalency: ASIA 470.

PHIL 485, 487, 489 – Directed Studies

PHIL 490 – Honours Seminar

For students in fourth-year Honours.

PHIL 491 – Seminar for Majors in Philosophy

Selected problems in philosophy with attention to methods of research. Check with the department for specific topics. Primarily for fourth-year Philosophy Major Students, but also open to Philosophy Honours.

DISTANCE LEARNING

The Department of Philosophy also offers online distance education courses for:

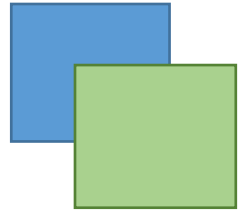
- PHIL 120 – Introduction to Critical Thinking
- PHIL 220 – Symbolic Logic
- PHIL 331 – Business and Professional Ethics
- PHIL 333 – Bio-Medical Ethics

These are full-credit courses that can be counted towards graduation. For more information on these and other distance education courses, please visit the UBC Distance Learning website:

<http://ctlit.ubc.ca/distance-learning/courses/>

STUDYING

PHILOSOPHY: 2020W



In response to COVID-19, [UBC's BA programs are moving online for 2020W1](#). This means that, if you are a Philosophy student, you do not need to be on campus (or even in the country) to complete your coursework during 2020W1. We have expanded our popular online course catalogue – which typically includes Distance Education (DE) courses like PHIL 220 and PHIL 333 — to include courses which feature real-time (a.k.a “synchronous”) components. Many of our instructors are planning to use a combination of synchronous and asynchronous learning methods in their Term 1 courses; however, Philosophy will be offering entirely-synchronous and entirely-asynchronous courses this fall as well. Please see course syllabi for information about specific courses.

Your location and your personal learning style will determine which type of online course is the best fit for you. Students who register for courses featuring synchronous components will be expected to meet with their instructor(s) and classmates during scheduled course times. In practice, this may mean attending a live lecture or participating in an active class discussion via Canvas Collaborate (or equivalent video conferencing software). If our synchronous course times do not fit into your schedule (or if you prefer learning at your own pace), you may want to consider exploring our asynchronous course options. These courses are specifically designed to allow students to engage with course materials – whether that comes in the form of watching a recorded lecture or reading and responding to posts on class discussion boards – independently.

Keep in mind that synchronous courses require engagement in a more structured manner, which might help students who benefit from external motivation. On the other hand, an asynchronous

course offers more freedom but requires more self-discipline. Another consideration is what kind of experience one wants. For example, if in-class discussion is particularly important to you, then synchronous courses might appeal more because of the live lectures and/or discussion groups.

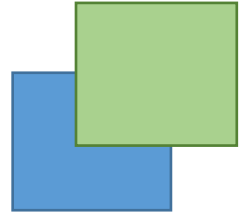
To see our Undergraduate Student Guide for
Online Learning, please visit:

[**philosophy.ubc.ca/undergraduate/covid-19-
guide/**](https://philosophy.ubc.ca/undergraduate/covid-19-guide/)

To access current course syllabi, please visit:

[**philosophy.ubc.ca/courses**](https://philosophy.ubc.ca/courses)

MEET THE PROFESSORS



Fatema Amijee, Assistant Professor

“A primary focus of my work is the Principle of Sufficient Reason (roughly: 'Everything has an explanation'). The principle was a prime tenet of early modern rationalism, and thus much of my work in the history of early modern philosophy concerns metaphysical themes in Leibniz, Spinoza, Du Châtelet, and other early modern rationalists. I also spend a lot of my time thinking about the Principle of Sufficient Reason as a thesis within contemporary metaphysics. Questions I have investigated include: How should we understand the PSR, in light of recent developments in metaphysics? What is the best argument for the principle? And is a commitment to the PSR consistent with a commitment to a fundamental level of reality?”



Scott Anderson, Associate Professor

“I work on issues at the intersection of ethics and social and political philosophy, largely focused on how to use and regulate power, coercion, and social norms. A significant number of my publications investigate these issues in the area of gender relations, as they occur in prostitution, dating and mating, sexual harassment, and rape. I also have ongoing

interests in action theory and moral psychology, privacy, and problems related to the intensification of technology and information.”



Murat Aydede, *Professor*

“I work primarily in philosophy of psychology/cognitive science, and more generally, philosophy of mind. In recent years, I have increasingly focused on perceptual and affective consciousness.”



Roberta Ballarin, *Associate Professor*

“My current work in metaphysics focuses on the sources of necessity, the contrast between origin and definition, and the distinction between alternative forms of actualism. In philosophy of language, I am developing a new interpretation of names as a subspecies of honorific titles.”



Paul Bartha, *Professor*

“I work mainly in philosophy of science and decision theory, with particular attention to issues surrounding probability and confirmation. My current research relates to analogical reasoning (following up on my recent book, *By Parallel Reasoning: The Construction and Evaluation of Analogical Arguments*, Oxford University Press, 2010), the role of symmetry in probabilistic reasoning, and Pascal’s Wager.”



John Beatty, *Professor*

“My research focuses on the theoretical foundations, methodology, and socio-political dimensions of genetics and evolutionary biology. My current research projects concern more specifically: 1) the distinction between "history" and "science," and the respects in which evolutionary biology is as much like the former as it is like the latter, 2) changing views of contingency and necessity in the Darwinian Revolution, 3) the relationships between biology and "the state," from the Manhattan Project to the Human Genome Project, and 4) issues concerning the nature of scientific "authority.”



Matthew Bedke, *Professor and Department Head*

“I specialize in normativity, and I like to call the bulk of what I do meta-normativity. So I look at first-order inquiries in ethics, prudence, rationality, epistemology, political philosophy and philosophy of law, and gravitate toward the second-order semantic, meta-semantic, metaphysical, epistemic, psychological and logical questions that arise. Sometimes I stick to the first-order inquires to weigh in on what matters and what reasons we have.”



Sylvia Berryman, *Professor*

“I have written on the intersections between ancient Greek natural philosophy and natural sciences, including mechanics, medicine, optics, physics and theory of mixture. Although I have written on topics

ranging over the entire period of Greek antiquity, many individual research papers concern the role of Hellenistic science on natural philosophy, especially that of the Aristotelian school. This culminated in a 2009 monograph on the impact of ancient Greek mechanics on ideas about causation and explanation of the natural world. More recently, I have been writing on the metaethical foundations of Aristotle's ethics, especially the role of naturalism in his thought, and the recent situationist critique of virtue ethics. I am currently writing a book on Aristotle's metaethics. In addition, I have interests in questions of ethics and global poverty."



Kimberley Brownlee, Professor

"My current work focuses on loneliness, belonging, social human rights, and freedom of association. My past work focused on civil disobedience, punishment, and restorative justice. I am the author of *Being Sure of Each*

Other (Oxford University Press, 2020) and *Conscience and Conviction: The Case for Civil Disobedience* (Oxford University Press, 2012)."



Leslie Burkholder, Associate Professor of Teaching

"My research interests include randomization statistics, peer evaluation, iclicker benefits, automating natural deduction proof construction, experimental philosophy."



David Gilbert, *Assistant Professor of Teaching*

“My research has largely been focused on the model theory and proof theory of intensional logics. I also have interests in the philosophy and foundations of mathematics as well as the use of free and open-source materials in

teaching logic.”



Michael Griffin, *Associate Professor*

“I study the philosophers of the ancient Graeco-Roman world, especially the vibrant intellectual traditions that emerged around Plato and Aristotle during their lives and later, during the rise and fall of the Roman Empire. I

am particularly interested in the practice of philosophical education (*paideia*) in late antiquity, and the role of philosophy in society. My recent books study the ancient reception of two classic “first books” in philosophy, Aristotle’s *Categories* and Plato’s *Alcibiades*, which respectively trained students in the rudiments of logic and virtue. My current projects include the *Ancient Commentators* series of translations, which I co-edit with Richard Sorabji, and a cross-disciplinary study of the cognitive and psychological effects of education in philosophy and the liberal arts.”



Christina Hendricks, *Professor of Teaching; Academic Director of the Centre for Teaching, Learning, and Technology (2018-2023)*

"After focusing in graduate school on evaluating the views of Julia Kristeva and Michel Foucault on the political role of

intellectuals, I have so far done most of my research on the work of Michel Foucault, largely in the area of the political role of intellectuals.

Of late, however, I have focused my research more on the area of teaching and learning, and especially on the Scholarship of Teaching and Learning (SoTL). I have been working to make my teaching more scholarly (basing my practice in data from the literature on teaching and learning as much as possible), and am planning some research projects of my own to collect data and contribute to the literature myself. I am particularly interested in research on learning communities (Arts One is an example of a learning community), how to help students improve their writing (including how best to organize and implement peer feedback activities, what sort of feedback from the professor tends to be most effective, how to ensure that that feedback is actually used in later work, and the efficacy of scaffolding writing assignments), and possible causes and remedies for the gender imbalance in philosophy in North America (and possibly elsewhere...I just am not as familiar with elsewhere)."



Jonathan Ichikawa, *Professor*

“My main research areas are epistemology, philosophy of language, feminist philosophy, and philosophical methodology. I am particularly interested in connecting theoretical questions about the nature and significance of knowledge to

moral, practical, and political questions, e.g. questions about structural oppression, rape culture, and the like. Some of my newest work focuses on feminist sexual ethics itself, including but not limited to its intersection with epistemology.”



Carrie Jenkins, *Professor*

“I’m an interdisciplinary philosopher with research concentrations in epistemology and metaphysics. My first book was about knowledge of arithmetic, and my second is on the nature of romantic love.”



Dominic Lopes, *Professor*

“I work mainly in aesthetics and am a member of the UBC aesthetics group. My research focuses on pictorial representation and perception; the aesthetic and epistemic value of pictures, including scientific images; theories of art and its value; the ontology of art; computer art and new art forms; and aesthetic value.”



Eric Margolis, Professor

“My research focuses on questions that arise at the intersection of the philosophy of mind and the cognitive sciences. I am especially interested in the developmental origins of the human conceptual system, the relationship between language and thought,

and the explanation of distinctively human cognition. I am also interested in the implications of this work for questions about general philosophical methodology.”



Christopher Mole, Professor and Chair of the COGS Program

“My work is mainly concerned with philosophical issues that arise from the attempt to understand the mind scientifically. I also work on issues concerning the aesthetics of literature.”



Catherine Prueitt, Assistant Professor

“My research engages Sanskritic pre-modern South Asian philosophies with a focus on how these traditions contribute to our contemporary understanding of human experience. I work within the Classical South Asian *pramāṇa* framework, which

focuses on what and how we can know about reality given our embodied position within an intersubjective world. I find that the 7th century Buddhist Dharmakīrti's *apoha* (exclusion) theory of concept formation, especially as modified by the 10th-11th century Hindu

Pratyabhijñā Śaiva tradition, offers compelling insights into fundamental questions surrounding the intersubjective construction of selfhood, the nature of attention, and experiences of pain.”



Alan Richardson, *Professor*

“I work mainly in the history of philosophy of science in the early twentieth century; I am particularly concerned to understand the place of philosophy of science in the analytic philosophy over the course of the twentieth century.”



Paul Russell, *Professor (On Leave 2020-2022)*

“My primary research interests are in the areas of free will and moral responsibility, early modern philosophy, and philosophy of religion.”



Margaret Schabas, *Professor*

“My research is mainly on topics in the history and philosophy of economics. A number of these articles examine economics as it drew upon or impinged upon other disciplines, notably mathematics, biology, chemistry and physics. I have been motivated to

understand, both historically and philosophy, why economics transformed into a mathematical discipline, and in what sense there are laws that govern the economy, or economic phenomena more specifically. I have recently published a co-authored monograph on Hume’s economics.”



Ori Simchen, *Professor*

“My work falls mainly within the philosophy of language and metaphysics, with implications for general philosophical methodology. I have written on metasemantics in its relation to semantics and related concerns in the metaphysics of

meaning, on the metaphysics of modality, on the history of analytic philosophy, and on law and language.”



Christopher Stephens, Associate Professor

“My primary areas of specialization are philosophy of biology, philosophy of science and epistemology. Much of my research has focused on the conceptual foundations of evolutionary theory, including issues about how to understand causes and the nature of evidence in evolutionary biology. I have worked on reciprocal altruism, phylogenetic inference, and on models of the evolution of rationality. In philosophy of science and epistemology, I am primarily interested in using tools from confirmation theory to think about problems in traditional epistemology, such as external world skepticism. I am also interested in issues surrounding the nature and justification of epistemic rationality, including the issue of whether and why it is prudent to be epistemically rational.”



Evan Thompson, Professor

“My research interests are philosophy of mind and cognitive science, especially embodied cognition and the neuroscience of consciousness; Phenomenology, Continental philosophy of science, and contemporary European philosophy; and cross-cultural philosophy, especially Indian philosophical traditions and contemporary Buddhist philosophy in dialogue with Western philosophy of mind and cognitive science.”

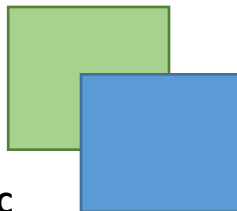


Alison Wylie, *Professor*

“My areas of specialization are philosophy of the social and historical sciences; feminist philosophy of science; history and philosophy of archaeology; ethics issues in the social sciences.

Most fundamentally I’m curious about how inquiry succeeds under non-ideal conditions, and how we can best adjudicate the knowledge claims we rely on. My research is case-based, and focused on questions about the nature of evidence, ideals of objectivity, the role of values in science, and issues of accountability in science. I also publish on equity issues in philosophy and the sciences and, since moving to UBC in 2017, I’ve been exploring new lines of inquiry inspired by the UBC-based [Indigenous/Science project](#).”

COMMUNITY



The Philosophy Students' Association at UBC

The Philosophy Students' Association (PhilSA) is the Alma Mater Society (AMS) Club devoted to undergraduate students in philosophy at UBC. They currently hold one seat at department meetings. They keep undergraduates informed of upcoming talks, colloquia, department news, calls for papers, scholarships, and other things through an email list and events page. PhilSA organizes recreational and social gatherings in order to unite UBC's students of philosophy. These events provide an ideal forum for interesting exchanges as well as both academic and social enjoyment.

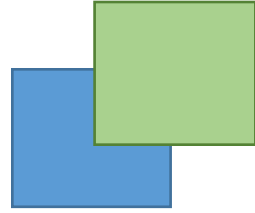
Eonia

Eonia is an online philosophy journal for undergraduate students published at the University of British Columbia. Papers selected cover a wide range of philosophical topics. *Eonia* publishes at least once a year, where date(s) are determined annually by that year's editorial committee. For more information, please check out PhilSA's website (listed in the Useful Links section of this handbook).

Department of Philosophy Colloquia

The Department of Philosophy hosts its own philosophical colloquia series. Information about upcoming colloquia can be found on our website.

SURVIVAL GUIDE



How to Study Philosophy

The study of philosophy, like the sciences, deals with the creation and refutation of carefully constructed theories. Unlike the sciences, however, it is not so much the theory that matters but rather, the argument that backs it.

Here are some helpful hints to get ahead:

- Take notes on the author's conclusions as well as the author's arguments for these conclusions. Tracking the conclusions is clearly important, but without a special effort it's very easy to fall into the habit of tracking nothing but the conclusions. In philosophy, we are concerned with conclusions roughly to the extent that they are well-supported. Moreover, your understanding of the book is vastly truncated if you only know its conclusions.
- Finding the argument for a given conclusion is not easy and often doesn't come with much completeness on the first or even the second reading. This is one reason to take notes on your understanding of the argument, as this understanding emerges. It would be a shame to lose such hard-won knowledge.
- Take notes on the important passages, terms, claims, and arguments even if you don't understand them. You will increase your chances of understanding them later if you draw explicit attention to them in your notes.

- Notes should be a safe zone where you can explore your own uncertainties, different readings of the text, implications of the author's position, and questions that these raise in your own mind. They shouldn't merely record the results of your understanding, but should become part of the process of understanding.

How to Organize Your Time for Success

By the time you write your first mid-term of the academic year, you have most likely experienced the frantic scrimmage to somehow read and retain chapter upon chapter of philosophical text. From then on, you begin to learn that if you want to save yourself from what seems to be an impossible feat, you must start early!

Philosophy is a study that involves reading and a lot of it! Although this might seem exhausting right now, philosophy is a very fascinating and enjoyable subject to study. However, you'll only appreciate it after you start reading! Yes, the readings are often very long, but you will find yourself engaged with arguments and moved by differing opinions. When you find that you can enjoy the text, time will go much faster.

One way to cut down on study time is to read the chapters you will be discussing in class *before* the day of class. This way, if you didn't understand some part of it, you will be able to ask during the lecture. If you put off reading the text, you will find that you don't remember the helpful hints from the lecture as well as you had hoped you would.

If you have a philosophy course load of three or four courses, you might find that you will be writing an essay every week. Fear not! Get a calendar in the first week of classes and mark all due dates for your different assignments as per your class syllabi. Give yourself at least three days for editing. Editing is everything! If you don't give

yourself time to edit, or leave the essay to the night before it is due, you will likely be unhappy with your grade.

Here's a good tip: your professors are here to help! Approach them with a draft of your essay about a week before it's due. If you've missed the mark, they can help get you back on track.

How to Get the Help You Are Looking for

If you've never approached your professors before, you might find asking for help or guidance rather intimidating. What you might not think of is that your professors have all been students too. In fact, introducing yourself to your professors and asking questions when you don't understand a concept are all ways to make important connections. You never know when you might need a reference letter for graduate school.

Here are some effective ways to get the academic help you are looking for:

- Find out if there is an advisor (listed in this handbook) who handles the type of questions you might have. For example, if you are wondering when to declare your Major in Philosophy, you will need to approach the Undergraduate Program Chair.
- If you have a question regarding course material, approach the course's instructor or teaching assistant. They are your best bet if you need clarification because they are the experts.
- Once you know who to go to, start with an email. Email your advisor/professor/teaching assistant and ask your question. If your question is too long to ask via email, request to see them in their office hours. Most professors will have office hours and if they do not, they will likely set up an appointment.

- When you meet with your advisor/professor/teaching assistant, remember that his or her time is limited. Prepare your questions beforehand and limit them to 3 or 4. It is better to ask a few questions every now and then than to ask all your questions in one sitting. This way, your professor will notice that you are really trying to do well!

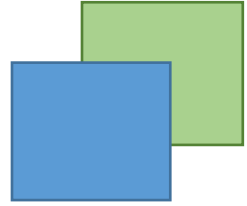
Top 10 “Don’ts”

The top 10 things to avoid in order to be successful are:

1. Don’t start papers and assignments the night before they are due. Philosophy papers need to be both accurate and concise. The fatigue from staying up all night to finish the paper will most likely result in rambling.
2. Don’t write papers without providing a thesis statement. You will be surprised how much a simple thesis statement can impact your grade.
3. Don’t email your professors for help the night before an assignment is due. If everyone in your class is doing the same, there is little chance that your questions will be answered.
4. Don’t miss classes or discussion sections. Philosophy lectures cannot be avoided in the hope that the text book will explain everything on its own. The lectures you attend will be where most of your understanding of the course will come from.
5. Don’t let an entire month go by before you start the assigned readings. You will understand the readings better if you have already done them before class. Some readings can be long and you may never catch up if you’ve created a backlog.

6. Don't make any assumptions about course or graduation requirements. Every year, several of our faculty members serve as advisors, and it is their job to answer your questions regarding your degree and graduation. If you don't think you have enough courses to graduate, make an appointment.
7. Don't let yourself get bogged down by stress. Visit this webpage for a list of mental health resources available to UBC students: <https://students.ubc.ca/health/counselling-services>.
8. Don't let competition bring you down. Competition is everywhere, but be kind to yourself. Let it do nothing else but act as a motivator for success.
9. Don't burn out. Be strategic when you're choosing courses and extracurricular activities so that you don't overload your schedule (particularly now that everything is online and will require a different kind of engagement).
10. Don't sit on the sidelines. University life is also about making connections and gaining real-world skills. Though COVID has changed the way that we connect, the opportunities for connection are still out there. Consider joining the Philosophy Student Association, attending the department's Colloquia series, or signing up for our monthly newsletter which often features upcoming events and opportunities. There are many opportunities to make the most of your academic life. Don't miss out!

USEFUL LINKS AND RESOURCES



Follow Us on Twitter: @UBCPhilosophy

Connect with PhilSA: psa.sites.olt.ubc.ca

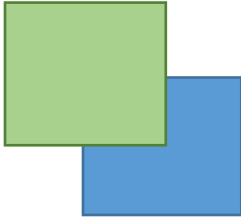
Our Website: philosophy.ubc.ca

MAP (<http://www.mapforthe-gap.com>): MAP's mission is to address structural injustices in academic philosophy and to remove barriers that impede participation in academic philosophy for members of marginalized groups. UBC's MAP chapter is run by a group of current graduate students whose contact information can be found in MAP's chapter directory.

Undergraduate Diversity Institutes

(<https://www.apaonline.org/page/diversityinstitutes>):

There are a number of undergraduate diversity institutes in philosophy. These institutes operate independent of one another, but share the overarching goal to encourage and support undergraduates from underrepresented groups in philosophy.



LAND ACKNOWLEDGEMENT

UBC's Department of Philosophy is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.



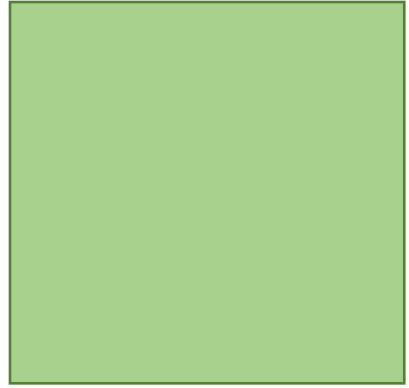
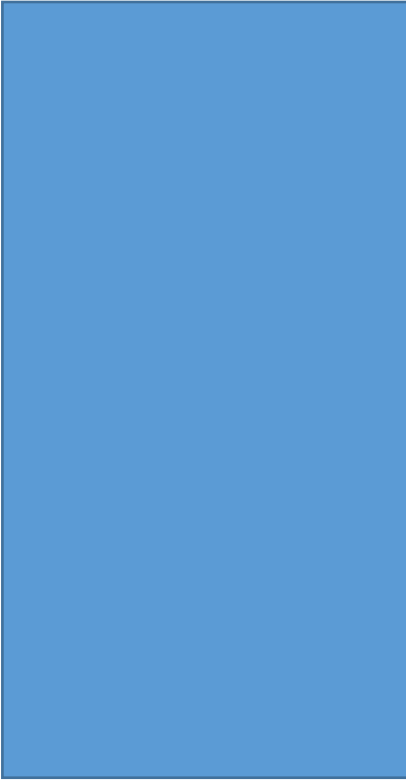
INTERESTED IN LEARNING
ABOUT INDIGENOUS
PHILOSOPHIES?

Check out:

WHERE THE RIVERS MEET

This website commemorates the work of the late Bruce Ferguson, an Algonquin philosopher at Kwantlen Polytechnic University. Site highlights include information on Bruce's 2017 project, "Assessing the Relationship of Canadian Academic Philosophy to Indigenous Thought in Canada" and links to resources like Paul Herman's "Indigenous Philosophy Reading List."





“We have to talk about liberating
minds as well as liberating society.”

— Angela Davis

