

PHILOSOPHY OF SOCIAL SCIENCE

Time Monday, Wednesday, Friday: 9:10AM–10:00AM
Zoom Location Meeting ID: 993 2563 3979 Password: Aristotle
<https://tinyurl.com/1v5nuiww>
Instruction Mode OL (Online: Real time)

Instructor Professor David Emmanuel Gray
Contact ✉ degray@buffalo.edu, 📧 @ProfessorDEG
Zoom Office Meeting ID: 716 645 3983 Password: 14260
<https://tinyurl.com/y3kq97js>

Course Overview

Description

Broadly understood, the social sciences concern the empirical study of society and human behavior. As such, the social sciences include many different disciplines, including sociology, anthropology, history, geography, psychology, economics, and public administration. This broad range reveals that the social sciences study issues that deeply matter to all of us: economic growth, disease transmission, vaccine distribution, political instability, conspiracy-fueled radicalization, social inequalities, policing and criminalization, and the impact of climate change. However, there is also little consensus across the social sciences concerning basic methods, aims, and fundamental assumptions. Such controversies naturally converge with long-standing debates in philosophy.

In this course, we will reflect on several topics at the forefront of debate in philosophy of social science: the role of community values for social science research, whether social science should strive for causal explanations of social phenomenon or for interpretations of the meaning behind them, how humans reason and make decisions, and whether individual decisions are sufficient to explain social phenomenon and account for social norms.

Throughout all this, my primary mission is to cultivate *your* cognitive and affective capacities for critical reflection and deliberation about issues in philosophy of social science. This will better equip you to understand these issues for yourself and, in turn, meaningfully engage with others about them. To that end, I will do my best to immerse you in the deliberative process it entails.

Purpose & Student Learning Outcomes

By the end of this course, I expect that you will better be able to...

- Assess competing claims about the central issues and problems arising in the philosophy of social science,
- Reflect on your assumptions and form your own considered judgments about these issues, and
- Communicate your understanding and analysis of these issues through both verbal and written discourse.

I have designed each course requirement with these outcomes in mind.

Readings

There are no textbooks to buy for this course. I will post all reading materials in PDF on UB Learns. You are expected to read all assigned material according to the class schedule on pages 7–8.

Announcements & Other Communication

I will email important information to you throughout the semester, so please be sure to routinely check your UB email address for updates. Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please feel free to visit me at my remote office on Zoom or get in touch via email.

Requirements & Grading

Philosophy is a full-contact sport, but conducted as a cooperative process. Together we wrestle with arguments while not attacking the person expressing them. On the other hand, to get the most out of this course, *please do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.*

I strongly encourage you to discuss the course's material with your fellow classmates, friends, and family, as well as with me. Even so, all your work must be done independently, unless otherwise noted. You are expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, please ask; do not assume.

Assignments include required readings, in- and out-of class participation, an analytic summary, and three position papers. See page 2 for more about each of these course requirements.

The total possible score may vary from assignment to assignment. However, each assignment's raw score is normalized a scale from 0 to 100. Unless you are notified of otherwise, the grading scale is as follows:

93.0–100.0	A	87.0–89.9	B ⁺	77.0–79.9	C ⁺	67.0–69.9	D ⁺
90.0–92.9	A ⁻	83.0–86.9	B	73.0–76.9	C	60.0–66.9	D
		80.0–82.9	B ⁻	70.0–72.9	C ⁻	0.0–59.9	F

Your final course grade will be on the same 100-point scale, with each assignment weighted as indicated on page 2.

If you wish to know how you are currently doing in more specific terms than what you can infer from this information, do not hesitate to talk with me.

Participation & Attendance

This course is based on the principle of experiential learning, where you learn not only from me but from your discussions and interactions with your classmates. Like any activity, philosophy can only be learned through practice. Indeed, every class meeting will involve all of us actively *doing* philosophy, rather than passively absorbing what others may say about philosophical issues. As such, participation and attendance are very important to your success in this class. See below for this course's strict absence policy and page 2 for more on how participation and attendance affect your grade.

Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* free absences. (But do see page 2 about the automatic 12-hour grace period and page 4 about free passes.) There is one exception: You and I agree on a reasonable accommodation *prior* to an assignment's due date or the day you miss class. I consider arrangements after the fact only in extraordinary, documented circumstances. See page 4 for more about such accommodations.

Regardless, **students missing more than nine classes—whether these absences are excused or not—will automatically fail this course.** Furthermore, students who are not visibly present for at least 40 minutes of class will be marked as absent.

Requirements

Reading

Most days of class have an assigned reading (see the class schedule on pages 7–8) that you are expected to have read and thought about *before* class. This allows us to devote more time to discussing and assessing the texts rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey.

Keep in mind that reading this material is not like reading a novel or a textbook. There will be times when you must read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread sections if necessary. In some cases, multiple readings of the entire text may be necessary. I expect that you take notes while you read, so that you can remember the text's main points. Finally, feel free to bring questions about the reading to class.

Reading Questions: To help guide you in this process, I will provide reading questions that will highlight important concepts, arguments, and applications. These questions primarily have you demonstrate your comprehension of the readings' main claims and arguments.

While you are *not* required to submit responses to these questions, I highly recommend writing out your responses so that you may consult them when doing the quizzes and unit exams.

Participation (15% of Final Grade)

This course challenges each of us to share in the difficult process of understanding and evaluating complex and important works of philosophy. As a result, class attendance and your participation (both in- and outside of class) are crucial in order for you to better understand and retain the course material.

Out-of-class participation is done on the social media site Twitter (see page 3), which is used to determine your **base participation grade** at the end of the course. Meanwhile, your in-class behavior will then influence your base participation grade based on consideration of the items below.

Repeated instances of distracting behavior during our class meetings lowers your participation grade. Distracting behavior includes, but is not limited to, clearly doing something else during our class meetings, falling asleep, talking to people off screen, and leaving the class meeting without a prior arrangement with me.

Active and productive class participation, on the other hand, may provide a boost to your participation grade.

Each unused free pass also increases your participation grade by 0.50 point.

Analytic Summary (15% of Final Grade)

There will be 1 analytic summary having you present an argument from the assigned reading. This is not a book report. Instead, you need to identify the essential elements of the specified argument and organize them into a concise but faithful representation.

Detailed information about this summary will be posted on UB Learns.

Position Papers (70% of Final Grade)

There will be 3 position papers asking you to provide your own sustained arguments. For this, you will need to build a reasoned argument in support of a position of your own on an issue raised by the readings and discussed in class.

Detailed information about these papers will be posted on UB Learns.

Rough Drafts

Drafts of your assignments are not required, unless I say otherwise. Of course, I highly encourage you to schedule a face-to-face meeting with me via Zoom to talk about any specific areas in your writing where you may be struggling. Doing so will almost certainly make a huge difference in the quality of your final paper.

All that said, if you are not asking a relatively simple technical question, please do not just email me your paper. Instead, schedule time to meet with me and together we will go over the areas of the paper where you are struggling or otherwise need my assistance. Past experience shows that this method is most effective.

12-Hour Grace Period for All Papers

The analytic summary and position papers have an automatic 12-hour grace period. This means that you are free to finish and submit your paper up to 12 hours *after* its posted due date/time without penalty. In short, each of your papers has an automatic 12-hour extension. Further extensions will require the use of a free pass and/or reasonable accommodation (see page 4).

Please note that this grace period does *not* apply to the Twitter participation assignment. So get your tweets done on time.

Twitter Assignment

In order to encourage you to engage with the course material, we will all be using the social media site Twitter. In particular, I want you to use Twitter to post your thoughts about the course readings, ask questions when confused about any aspect of the course, discuss social science issues with your classmates, and connect course topics to current events.

I will be regularly checking on and responding to your tweets while using them to structure what I cover during our class meetings. Feel free to follow me on Twitter (@ProfessorDEG). I also suggest that you use Twitter to follow leaders within your future fields. You may be surprised to see them post about issues related to this course!

Instructions

You are required to tweet a minimum of 5 times between each class meeting. There are 38 between-class periods this semester, so at least 190 tweets are expected from you.

Given that the purpose of using Twitter is for us all to have informal conversations about course material, I would strongly prefer that the majority of your tweets are in response to either a classmate or me. However, I understand this may be difficult at times, so I will not penalize you for tweeting your thoughts in monologue form.

When tweeting for this course, please always use the hashtag **#PSS21** (which stands for Philosophy of Social Science 2021). This hashtag is essential since I will not be checking your non-course-related tweets. Instead, I will be using an automated program that collects all tweets for me to read. So using that hashtag allows me to see your course-related tweets.

Just to repeat: **if your tweet does not contain #PSS21, then it is extremely unlikely that I see that tweet.**

Evaluation & Grading

Each tweet is graded pass/fail. At the end of the course, I will determine your participation grade by taking the number of tweets you posted (capped at 5 tweets between each class meeting) and normalizing that number to the 100-point grading scale from page 1.

In order to pass, a tweet must satisfy the following requirements: it must be (1) relevant, (2) substantive, and (3) respectful.

By *relevant*, I mean that it your tweet is clearly connected to philosophy of social science or some other aspect of this course. Of course, you are free to chat with each other over Twitter, but non-relevant tweets will be ignored.

By *substantive*, I mean more than generic commentary, a retweet, or simply quoting from the course material.

For instance, do not simply say that you agree or disagree with something; provide some of your own reasoning behind that judgment instead. Similarly, a relevant retweet is great, but be sure to include some of your own thoughts or what you found interesting about the original tweet. The same holds with quoting from the course material. Such a quote should be followed up with some commentary of your own. While I will only count your substantive comments towards your tweets, the retweet or quote will provide valuable context.

By *respectful*, I mean that you critically assess the claims others are making but not attack the people making those claims. It is fine to disagree with others—even with me!—but it is disrespectful to besmirch another person's integrity or character. Indeed, personal attacks suggest it is your position that is weak and unsound. So please no flame wars or bullying.

Considerations for Your Account

All this means that you need access to a Twitter account. If you do not have one—or if you prefer not to use a personal account for this class—*please do not hesitate to create a new, disposable account. I strongly encourage you to create a disposable account if for any reason you prefer not to share your personal account for classroom activities.* You are not required to have an account connected to your real name or any other personal details.

In making these decisions, *please keep in mind that people outside of this class—and even outside of the UB community—can see what you are saying.*

For my part, I will never reveal to anyone which student is connected to which Twitter account. I want you to be comfortable in having open and honest engagement with the course material.

Alternatively, it is also fine if you use multiple Twitter accounts for this course. That is, you might use your regular account to tweet about things that your Twitter followers and friends may find interesting, while also using a disposable account to tweet about things you would rather not connect to your name. While juggling two different accounts can be tricky, this offers you the potential of having the best of both options.

I do require that you send me the name(s) of the account(s) you want me to track for this class and that you make sure the contents of your account are publicly viewable. So even if your account is not connected to your real name, I still know that account belongs to you and can determine your participation grade.

Once more: *I will never share your account information with anyone.*

Please email me (degray@buffalo.edu) this information by Friday, February 5 at 5:00PM, Buffalo (Eastern Standard) Time.

Finally, if you have any trouble using Twitter do not hesitate to seek help from me or one of your classmates.

Using Free Passes

If you forget to tweet, you may use a free pass to make up any missed tweets (up to 5) for one between-class period. See page 4 for more about how to earn free passes and how they work in this course.

Course Policies

Reasonable Accommodations

I recognize that you are a human being with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will miss be unable to complete an assignment on time, please notify me *in advance* and we can agree on a reasonable accommodation. Please recognize that most reasonable accommodations still carry a penalty: your grade on the assignment may be reduced (since you may be given more time than your classmates), or you may have to do additional work not required of your classmates. Using free passes may also be required. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal. Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

Challenging an Assignment Grade

Please recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment's grade has been posted to challenge it. Keep in mind, though that while I may raise your grade, I may also lower it if I judge that your initial grade was actually too high. To do so, you must provide the grader with a clearly written explanation of your reason for challenging a grade. We will promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation will not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, I encourage you to talk with us to learn how to improve on future assignments.

Sharing Course Materials

All course materials that I have made available on UB Learns are protected by copyright laws. You are always free to use these materials and print out copies for your own use, but unauthorized distribution and/or uploading of course materials to other websites without my written permission is strictly prohibited.

Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the class dynamics. While our class meetings are being held, please put your computer and/or mobile device in "do not disturb" mode, if possible. This will help limit your distractions. In the same vein, I encourage you to find a quiet (and maybe even relaxing) place for sitting during our class meetings.

Photography & Recording Etiquette

To maintain an open academic environment that encourages class discussions about potentially controversial and/or sensitive issues, I ask that you please refrain from taking photographs or making audio and/or video recordings during class.

If you have a university-sanctioned absence from class and would like an audio recording of our class meeting, let me know. I will ask the class' permission to record that meeting, If everyone is comfortable with that, I will do so and make it available to you. However, any such recordings may not be shared with anyone else and all copies must be destroyed by the end of the course.

Earning Free Passes

You initially have one free pass to use during this course. For every 6 class meetings in a row that you *fully* attend (you are visibly present for at least 40 minutes of that class meeting), you will earn another free pass. As a result, you have the opportunity to earn up to 6 more free passes.

Using Free Passes

One free pass may be exchanged for either of the following:

- Any (up to 5) missed tweets for one between-class period, or
- A 24-hour extension for an analytic summary or a position paper (in addition to the automatic 12-hour grace period).

For each free pass that you do not use by the end of the course, I will boost your overall participation grade by +0.5 point.

So use your free passes wisely!

Academic Integrity

Academic integrity is embodied by commitments to honesty, trust, fairness, respect, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others on your assignments, and seeking help whenever you are struggling. This is laid out in the academic honor code for this course on page 6. You are expected to sign an agreement to adhere to this code.

In this class, the most typical violation of academic integrity involves plagiarism. Examples of this include cutting-and-pasting material from the Internet without proper citation, paraphrasing material from external sources without attribution, and copying ideas from a classmate without reference.

To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using first-person pronouns "I", "me", "my", etc.) and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes both the ideas of your classmates and any assistance you receive from the Center for Excellence in Writing (CEW). Please see the formatting requirements posted on UB Learns for more information on how to properly cite the claims and ideas of others in your assignments.

In general, proper citation lets me know what it is I am evaluating about your writing. Am I evaluating your own original ideas? or am I evaluating your presentation of someone else's ideas? or am I evaluating your expansion on their ideas? All of these tasks are important, so do not be ashamed when you are doing them. I honestly do not expect every single thing you write to be uniquely yours, but I do expect you to be clear and honest about what it is you are doing in your papers.

To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form. **Assignments without a completed form on will automatically earn a 0.0 (F).** The templates for the assignments posted on UB Learns already contain this form (on the first page) ready for you to fill out.

While I treat violations of academic integrity on a case-by-case basis, I carefully follow the University at Buffalo's process of consultative resolution. According to this process, when I suspect an academic integrity violation, I first meet with the student for an explanation. If, after that meeting, I remain convinced that there is a violation, I will report it to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office. This protects the student's right to appeal.

Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarism in a paper is usually a negative score. Again, the student retains the right to appeal any such decision.

In particularly severe cases, or when the student has committed previous academic integrity infractions, there may also be further penalties imposed by the Academic Integrity Office.

For more information, visit

<https://academicintegrity.buffalo.edu>

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far more generous in these ways.

Academic Honor Code for Philosophy of Social Science

Students at the University at Buffalo, because they part of a community of scholars, must share its commitment to learning and discovery. The nature of this commitment generates fundamental obligations to the highest standards of academic integrity, honesty, and ethics. Adhering to these principles ensures that the academic endeavors we undertake garner us the greatest personal satisfaction and intellectual gain.

The University at Buffalo academic community is composed of learners—individuals dedicated to an open exchange of ideas and who share their ideas for the purpose of improving knowledge for all people. In order for this academic enterprise to be successful, we must embrace personal, ethical, and moral principles to guide our interactions.

These principles require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation and knowing when to place the good of the community above the good of the self. Obligations once undertaken must be met, commitments kept.

The discovery, advancement, and communication of knowledge are not possible without these commitments. Creativity cannot exist without acknowledgment of the creativity of others. New knowledge cannot be developed without credit for prior knowledge. Without the ability to trust that these principles will be observed, our academic community cannot exist.

The commitment of its faculty, staff, and students to the highest of personal, ethical, and moral standards also contributes to the respect in which the University at Buffalo degree is held. Students must not destroy or otherwise diminish that respect by their failure to meet these standards.

Student Responsibilities

For this course, it is important that no one gains an unfair advantage through academic misconduct. Academic misconduct is any act that does or potentially could improperly distort student grades or other academic records. Such acts include, but are not limited to, the following:

- Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of any assignment for the course;
- Unauthorized collaboration with others in the commission of coursework;
- False claims of performance or work that has been submitted by the student; and
- Submission of material that is identical to that created or published by another person, without adequate citations.

In addition, each student enrolled in this class must sign an honor agreement affirming their commitment to uphold this code. This agreement may reappear on assignments to remind everyone of their responsibilities.

Faculty Responsibilities

As the instructor, I am also expected to help create an environment where honesty flourishes. To that end, I will do my utmost to make it known as specifically as possible, on multiple occasions, what constitutes appropriate academic conduct as well as what comprises academic misconduct in this course. I will also remain consistent in how I enforce this policy with all my students.

Throughout all this, I will also provide clarification to any student questions concerning any of the above.

Course Schedule

wk	Date	Topic/Reading/Assignment
1	2/1 (Mon)	Prologue: Why Philosophy of Social Science? Risjord, M. (2014). What is the philosophy of social science? In <i>Philosophy of social science: A contemporary introduction</i> (pp. 1–6). Routledge.
	2/3 (Wed)	Munro, E. (2014). Evidence-based policy. In N. Cartwright & E. Montuschi (Eds.), <i>Philosophy of social science: A new introduction</i> (pp. 48–67). Oxford University Press.
	2/5 (Fri)	Recitation Friday class meetings will serve as recitations. Instead of new material, we will discuss any lingering questions or issues from that week. As needed, we will also go over any upcoming assignments.
2	2/8 (Mon)	Objectivity & Values in Social Science (Unit #1) Nagel, E. (1961). The value-oriented bias of social inquiry. In <i>The structure of science: Problems in the logic of scientific explanation</i> (pp. 485–502). Harcourt, Brace & World, Inc.
	2/10 (Wed)	Hacking, I. (1995). The looping effects of human kinds. In D. Sperber, D. Premack, & A. J. Premack (Eds.), <i>Causal cognition: A multidisciplinary debate</i> (pp. 351–383). Clarendon Press.
	2/12 (Fri)	Recitation
3	2/14 (Sun) ❤️	Analytic Summary due at 12:00PM (noon).*
	2/15 (Mon)	Douglas, H. (2014). Values in social science. In N. Cartwright & E. Montuschi (Eds.), <i>Philosophy of social science: A new introduction</i> (pp. 162–182). Oxford University Press.
	2/17 (Wed)	Crasnow, S. (2014). Feminist standpoint theory. In N. Cartwright & E. Montuschi (Eds.), <i>Philosophy of social science: A new introduction</i> (pp. 145–161). Oxford University Press.
	2/19 (Fri)	Recitation
4	2/22 (Mon)	Causal Explanation, Prediction & Laws (Unit #2) Hempel, C. G. (1942, January 15). The function of general laws in history. <i>The Journal of Philosophy</i> , 39(2), 35–48.
	2/24 (Wed)	Kincaid, H. (1996). Causes, confirmation, and explanation. In <i>Philosophical foundations of the social sciences: Analyzing controversies in social research</i> (pp. 58–100). Cambridge University Press.
	2/26 (Fri)	Recitation
5	3/1 (Mon)	Scheines, R. (2005, December). The similarity of causal inference in experimental and non-experimental studies. <i>Philosophy of Science</i> , 72(5), 927–940.
	3/3 (Wed)	Cartwright, N. (2014). Causal inference. In N. Cartwright & E. Montuschi (Eds.), <i>Philosophy of social science: A new introduction</i> (pp. 308–326). Oxford University Press.
	3/5 (Fri)	Recitation
6	3/8 (Mon)	Interpretation & Meaning (Unit #3) Taylor, C. (1971, September). Interpretation and the sciences of man. <i>The Review of Metaphysics</i> , 25(1), 3–51.
	3/10 (Wed)	Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In <i>The interpretation of cultures: Selected essays</i> (pp. 3–30). Basic Books.
	3/12 (Fri)	Recitation
7	3/14 (Sun)	Position Paper #1 due at 12:00PM (noon).*
	3/15 (Mon)	Jones, T. (2004). Uncovering “cultural meaning”: Problems and solutions. <i>Behavior and Philosophy</i> , 32(2), 247–268.
	3/17 (Wed)	Stueber, K. R. (2002, February). The psychological basis of historical explanation: Reenactment, simulation, and the fusion of horizons. <i>History and Theory</i> , 41(1), 25–42.
	3/19 (Fri)	Recitation

* All times are for Buffalo (Eastern Standard) Time. Also, do not forget that there is an automatic 12-hour grace period after these due dates/times for finishing an analytic summary or position paper.

Course Schedule (Continued)

wk	Date	Topic/Reading/Assignment
8	3/22 (Mon)	Rationality & Choice (Unit #4) Steele, K. (2014). Choice models. In N. Cartwright & E. Montuschi (Eds.), <i>Philosophy of social science: A new introduction</i> (pp. 185–207). Oxford University Press.
	3/24 (Wed)	Harsanyi, J. C. (1977). Advances in the foundations of rational behavior. In R. E. Butts & J. Hintikka (Eds.), <i>Foundational problems in the special sciences: Part two of the proceedings of the Fifth International Congress of Logic, Methodology and Philosophy of Science</i> (pp. 315–343). D. Reidel Publishing Company.
	3/26 (Fri)	Recitation
9	3/29–4/2	 Mental Health Break (No Class)
10	4/5 (Mon)	Elster, J. (1988). The nature and scope of rational-choice explanation. In E. Ullmann-Margalit (Ed.), <i>Science in reflection</i> (pp. 51–65). Kluwer Academic Publishers. (Original work published 1985)
	4/7 (Wed)	Kahneman, D. (2003, December). Maps of bounded rationality: Psychology for behavioral economics. <i>The American Economic Review</i> , 93(5), 1449–1475.
	4/9 (Fri)	Recitation
11	4/12 (Mon)	Reductionism, Individualism & Holism (Unit #5) Lukes, S. (1968, June). Methodological individualism reconsidered. <i>The British Journal of Sociology</i> , 19(2), 119–129.
	4/14 (Wed)	Sawyer, R. K. (2002, December). Nonreductive individualism: Part I—Supervenience and wild disjunction. <i>Philosophy of the Social Sciences</i> , 32(4), 537–559.
	4/16 (Fri)	Recitation
12	4/18 (Sun)	Position Paper #2 due at 12:00PM (noon).*
	4/19 (Mon)	Tollefsen, D. (2014). Social ontology. In N. Cartwright & E. Montuschi (Eds.), <i>Philosophy of social science: A new introduction</i> (pp. 85–101). Oxford University Press.
	4/21 (Wed)	Longino, H. (2014). Individuals or populations? In N. Cartwright & E. Montuschi (Eds.), <i>Philosophy of social science: A new introduction</i> (pp. 102–120). Oxford University Press.
	4/23 (Fri)	Recitation
13	4/26 (Mon)	Norms, Conventions & Institutions (Unit #6) Lewis, D. (1969). Coordination and convention. In <i>Convention: A philosophical study</i> (pp. 5–51). Blackwell.
	4/28 (Wed)	Gilbert, M. (2008, July). Social convention revisited. <i>Topoi</i> , 27(1–2), 5–16.
	4/30 (Fri)	Recitation
14	5/3 (Mon)	Searle, J. R. (2005, June). What is an institution? <i>Journal of Institutional Economics</i> , 1(1), 1–22.
	5/5 (Wed)	Bicchieri, C. (2014). Norms, conventions, and the power of expectations. In N. Cartwright & E. Montuschi (Eds.), <i>Philosophy of social science: A new introduction</i> (pp. 208–229). Oxford University Press.
	5/7 (Fri)	Recitation
	5/9 (Sun)	Position Paper #3 due at 12:00PM (noon).*

* All times are for Buffalo (Eastern Standard) Time. Also, do not forget that there is an automatic 12-hour grace period after these due dates/times for finishing an analytic summary or position paper.

University Policies

Accommodations for Students with Disabilities

The University at Buffalo is committed to providing reasonable accommodations for equal access to this course for all students. To access accommodation services, you must initiate the request with Accessibility Resources at Student Life.

If Accessibility Resources determines that your request for accommodation is reasonable, they will provide you with an Accommodation Memo. Keep in mind that you will need a new Accommodation Memo each semester. (If you are a returning student and your needs have not changed, you can simply contact Accessibility Resources for an updated Accommodation Memo.)

Once you receive your Accommodation Memo, it is your responsibility to inform faculty and staff of any accommodations that they may need to know about. The Accessibility Resources staff will explain in more detail how (and when) to share this Accommodation Memo with others.

For more information, please visit

<https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

Sex Discrimination & Sexual Harassment

The University at Buffalo is committed to ensuring that all members of our community can work and learn in a safe environment, free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking.

For my part, I am committed to preserving a classroom and university environment in which each student can contribute and learn free from discrimination, harassment, and sexual misconduct. I am also committed to supporting survivors and those impacted by intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, and so on.

Please note that **all University at Buffalo faculty members are required to report disclosures of sexual misconduct to the Office of Equity, Diversity and Inclusion (EDI)**. If you disclose an incident of sexual misconduct to me in- or outside of the classroom (with the exception of disclosures in assignments), I am required to share that with EDI. EDI, will, in turn, reach out to provide support, resources, and the option to meet. EDI will keep all information private, and will only proceed with an investigation with the consent of the student, or if there is a risk to the health or safety to the reporting student or others if the university does not take action.

For more information, please contact the University at Buffalo's Title IX Coordinator at 716-645-2266, or visit

<http://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment.html>

For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

Support for Students' Health & Wellness

Take care of yourself. Do your best to maintain a healthy lifestyle by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress.

If you are struggling with strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences, know that you are not alone. There are many helpful resources available, and an important part of the university experience is learning how to ask for help. Asking sooner rather than later is almost always helpful.

Counseling, Health Services, and Health Promotion are here to help. To schedule an appointment with a counselor, visit their office in 120 Richmond Quad or call 716-645-2720.

If you or someone you know is feeling suicidal or in danger of self-harm, call the University Police to speak to the counselor on call at **716-645-2222** or the Erie County Crisis Services 24-hour hot-line at **716-834-3131**. You may also find support via the Crisis Text Line by **texting "GOT5" to 741-741**.

If the situation is life threatening, call **911**.