

PHILOSOPHY COURSE OFFERINGS

– FALL 2022 –

200-level Courses (Tier Two)

PHIL 272: Metaphysics | *Andrew Cutrofello*
(*Mind and Science*)

The aim of metaphysics is to say what there is. This ambition raises two basic questions. One is whether we can ever truly succeed in saying what there is. The other is whether success would depend on making language conform to the structure of being, or making being conform to the structure of language. In this class we will consider alternative answers to these questions, including those set forth by Plato, Aristotle, Kant, and Hegel.

This course has a Mind and Science (M&S) designation for the purposes of major specialization.

PHIL 273: Philosophy of Science: Biology | *James Murphy*
(*Mind and Science*)

The course will address standard topics in philosophy of science through the prism of how biology functions as a science. They include: experience, questioning, observation, experiment; hypothesis, theory construction, laws of nature and models, paradigms and research programs, explanation; argument via induction, testing, justification; and epistemic (theoretical) value. Central themes in biology that will be considered relative to those topics include: evolution, natural selection, levels of selection, adaptation, function, genes, species, and classification.

This course has a Mind and Science (M&S) designation for the purposes of major specialization.

PHIL 274: Logic | *Arnold Vander Nat*

This introductory course in logic is a detailed study of the methods and principles of correct reasoning, and focuses on the deductive techniques from both traditional logic and modern logic. Central to this study is first, a precise analysis of the logical structure that sentences have, and second, the logical consequences that sentences have because of their logical structure. The laws of logic themselves are extensively studied, and they are rigorously applied in the solution of concrete problems of argumentation. This course may also study the types of common errors in reasoning, known as logical fallacies. An important outcome in this course is the improvement of one's critical thinking abilities.

PHIL 275: Theory of Knowledge | *Blake Dutton*
(*Mind and Science*)

This course examines both the nature and the reliability of human knowledge.

This course has a Mind and Science (M&S) designation for the purposes of major specialization.

PHIL 279: Judgment and Decision-Making | *Marcella Linn*
(*Mind and Science*)

Our everyday conceptions of the way we think, make choices, and act often assume we exercise significant control and awareness. Many philosophical accounts of action and character make similar assumptions. But, current work in social psychology suggests we are prone to many cognitive biases and that our behavior is often influenced by minor situational factors rather than our conscious choices or character. These findings raise important questions pertaining to human agency as well as moral responsibility for action and character.

This course has a Mind and Science (M&S) designation for the purposes of major specialization.

PHIL 284: Health Care Ethics | *Jennifer Parks; Mark Waymack*
(*Ethics and Values*)

PHIL 284 is designed to provide you with an introduction to the philosophical approach to problems in health care ethics. You will be taught to recognize and critically apply various ethical theories and principles with a view to solving moral problems in a rationally defensible manner. We will consider different ethical theories such as utilitarianism, Kantian ethics, care ethics, and the four principles of health care ethics (justice, autonomy, beneficence, and non-maleficence). A number of problematic issues will be covered, including roles and relationships in health care, abortion, caring for persons who are aging, euthanasia and physician-assisted suicide, and assisted reproductive technology.

This course has an Ethics and Values (E&V) designation for the purposes of major specialization.

PHIL 284: Health Care Ethics | *Taylor Rogers*
(*Ethics and Values*)

This course draws upon historical and contemporary readings to critically examine influential and underrepresented viewpoints in healthcare ethics. Covering a broad range of topics including the ethics of abortion, vaccine ethics, and disability, the aim is to bring about a preliminary but rich understanding of some of today's most pressing ethical issues in healthcare, as well as their stakes for different communities.

PHIL 284W: Health Care Ethics (Writing Intensive) | *Takunda Matose*
(*Ethics and Values; Writing Intensive*)

This course provides an introductory exploration of the ethical questions surrounding health, medicine, and the pursuit and provision of health care. In other words, this course explores questions about what health is and what is permissible and impermissible in its pursuit. Our survey will focus on issues in reproduction, health, disease, death, personhood, autonomy, consent, and biomedical research.

This course has an Ethics and Values (E&V) designation for the purposes of major specialization. It also fulfills a Writing Intensive (WI) requirement.

PHIL 284: Ethics of Education | *Amy Shuffleton*
(*Ethics and Values*)

This course examines philosophical ethics as it informs and guides the activity of teaching.
This course has an Ethics and Values (E&V) designation for the purposes of major specialization.

PHIL 287: Environmental Ethics | *Brandon Morgan-Olsen*
(*Ethics and Values; Law, Society, and Social Justice*)

This course will survey the field of Environmental Ethics, which explores our moral obligations (as humans) with respect to the natural environment. Our focus will be on contemporary theoretical investigations of environmental ethics, coupled with practical treatment of environmental issues. In short, we will make use of what we learn via theory to intervene in debates about practical concerns, such as natural restoration, animal welfare, and climate change. In doing so, we will specifically address the following questions: (1) What is Environmental Ethics? (2) Who Counts in an Environmental Ethic? (3) Is Nature Intrinsically Valuable? (4) What Alternatives (to traditional views) Exist? (5) Can and Ought We Restore Nature? (6) What is to Be Done About Climate Change?

This course has both an Ethics and Values (E&V) designation and a Law, Society, and Social Justice (LSSJ) designation for the purposes of major specialization

PHIL 287: Environmental Ethics | *Paul Ott*
(*Ethics and Values; Law, Society, and Social Justice*)

Environmental ethics is the philosophical study of the value of nature (ecosystems, animals, plants), the human-nature relationship, and the ethical issues that arise from these two issues. The central issue has been the question of nature's value, answers to which range from strongly anthropocentric to strongly non-anthropocentric positions. Anthropocentrism regards humans as either the only or the highest entity of ethical worth (intrinsic value), with the non-human having either less value or only instrumental value. Non-anthropocentrism ascribes strong ethical value to various non-human entities, from individual animals (animal ethics) and living things (biocentrism) to holistic views concerning the moral status of species, ecosystems, and nature as a whole.

We will look at a number of related issues, such as the existence and nature of intrinsic value, animal ethics, the deep ecology/social ecology debate, ecofeminism, and issues in climate change and environmental justice. Before we investigate any of these issues, we will start by looking at the philosophical and historical origins of environmental and anti-environmental thinking. A central question we will discuss is the meaning of the concept of nature itself, which is fraught with controversy. We will also read a good portion of one of the most important books in environmental writing, Aldo Leopold's *A Sand County Almanac*.

This course has both an Ethics and Values (E&V) designation and a Law, Society, and Social Justice (LSSJ) designation for the purposes of major specialization.

PHIL 288: Culture and Civilization – Friendship, Romance, and Technology |

Peter Bergeron

(Ethics and Values; Law, Society, and Social Justice)

We are deeply social creatures. The link between vibrant interpersonal relationships and a rich, flourishing human life was explored by the Greek philosopher Aristotle centuries ago. He claimed that even if we had all the goods that the world could offer, none of us would choose to have those at the expense of having friends. The importance of relationships continues to dominate the research of scholars in many fields. Our culture is profoundly technological. This has been true for decades and is not merely the result of the development of new forms of social media such as the smartphone. This culture shapes us in many ways, including the way we engage relationships with others. The Jesuit scholar John Culkin writes, “We become what we behold. We shape our tools and then our tools shape us.” The effects of these tools on our relationships with others are being widely researched and hotly contested. It is clear that these new tools are shaping us. This course will explore two kinds of relationships, friendship and romantic partnerships, and the ways in which our technological culture both enhances and diminishes our capacity to connect well with others.

This course has both an Ethics and Values (E&V) designation and a Law, Society, and Social Justice (LSSJ) designation for the purposes of major specialization.

PHIL 288E: Culture and Civilization – Philosophy and Biology for the Future |

Joseph Vukov

(Ethics and Values; Law, Society, and Social Justice; Engaged Learning)

The future is a minefield of technological challenges and the moral quagmires that accompany them. The looming specters of antimicrobial-resistant pathogens, human-driven climate change, corporate-controlled artificial intelligence and virtual reality, genetic engineering, artificial cognitive and moral enhancement, and new methods and technologies in health care. We have major hurdles to overcome in the near future.

We can't address these challenges piecemeal. The solutions to these future challenges are interwoven. Simple science education alone is insufficient to correct this. And ethical reflection on them devoid of a scientific basis falls flat. Rather, the students best prepared to deal with and lead in the face of future challenges are those who have acquired two sets of knowledge: (a) detailed scientific understanding of the problems and (b) the creative, ethical, and logical skills to generate and apply solutions.

In this course—taught in conjunction with BIOL395E—we will therefore tackle problems of the future from both philosophical and biological perspectives, integrating knowledge from both fields, and along the way, reflect on ways to make progress on future problems. In PHIL288E, we'll be paying special attention to health care ethics, and to the way the Catholic Intellectual Tradition may provide us with distinctive resources. In both classes, we'll be pairing with community partners to bring our work beyond the university community. What's more: we'll be framing our units using some of our favorite science fiction texts.

Note that PHIL288E is an engaged learning course and must be taken concurrently with BIOL395E. BIOL282 (Genetics) is a recommended (but not required) prerequisite. Contact the instructor to register. This course has both an Ethics and Values (E&V) designation and a Law, Society, and Social Justice (LSSJ) designation for the purposes of major specialization. The course also counts towards the Bioethics Minor and Catholic Studies Minor.

300-level Courses (Upper-Division Courses)

PHIL 304: History of Ancient Philosophy | *Joshua Mendelsohn*

In this course, we will trace the development of philosophy in Greece from the earliest thinkers of record until Aristotle. Our guiding thread will be the relationship of Greek philosophy to the two major cultural practices it had to work to distinguish itself from: Sophistry and myth. The first part of the course tracks the early development of Greek philosophy in its dialogue with epic poetry. We will see how the earliest Greek philosophers appropriated the conventions of epic myth but challenged traditional theism and showed a new interest in the origin of the universe and the natural world. The second and third parts of the course focus on Socrates and Plato respectively. We will encounter them both through Plato's dialogues, and see how Socrates and Plato each challenged, and appropriated, sophistry and Greek myth. Readings from *Ion*, *Gorgias*, *Euthyphro*, *Apology*, and *Phaedo* will supply a sketch of Socrates' life and his fate as a subversive figure, while readings from *Phaedo*, *Meno*, *Republic* and *Timaeus* will show how Plato extends and transforms Socrates' ethical project into a metaphysical-epistemological program and a political philosophy. Finally, we will turn to Aristotle, and examine how he pioneers the study of nature and develops and transforms Plato's ideas about the good life, the ideal city, the soul and the nature of reality.

As well as studying the history of Greek philosophy, we will explore its relevance to our own lives and our political situation. Reflecting on the life of Socrates and on Plato's ideal city, we will ask questions such as: Why did the Athenians really kill Socrates? Are there circumstances under which you could be persuaded to put someone like Socrates to death? Can censorship be justified for good political ends? And what are we to make of the commitments of Greek philosophers that are repugnant to us today, such as Aristotle's endorsement of slavery?

PHIL 308W: Islamic Philosophy (Writing Intensive) | *Seyed Mousavian*

This course covers the development of classical Islamic philosophy from 800 to 1200 CE. Attention will be given to the central topics (God, the cosmos, knowledge, the human good) with which Muslim philosophers were concerned and to major figures such as Al-Kindi, Al-Farabi, Ibn Sina (Avicenna), Al-Ghazali and Ibn Rushd (Averroes).

This course fulfills a Writing Intensive (WI) requirement.

PHIL 309W: Classical Modern Philosophy – Canonical and Noncanonical (Writing Intensive) | *Kristen Irwin*

Studying the classical modern philosophers doesn't tell the entire story of Western philosophical thought in the 17th & 18th centuries. While we will cover the canonical thinkers in this course primarily via secondary sources, we will spend our time in primary texts on noncanonical philosophers, which may include figures such as Elisabeth of Bohemia, Damaris Masham, Mary Astell, Anne Conway, Nicolas Malebranche, Pierre Bayle, Margaret Cavendish, Catherine Trotter Cockburn, and Mary Shepherd.

This course fulfills a Writing Intensive (WI) requirement.

PHIL 321W: Ethics and Society – Philosophy of Race (Writing Intensive) |

Jacqueline Scott

(Ethics and Values; Law, Society, and Social Justice; Writing Intensive)

In this class, we will investigate the social construction of race in the United States, and how these modes of construction have affected social and political rights as well as the existential well-being of members of racially constructed groups. In this course we will examine several contemporary arguments within the field of critical race theory. The two major questions we will consider are:

1. What values do and/or should we assign to race in our society?
2. How might we re(conceive) of race to end or reduce racism in our society?

In this course we will use our responses to the above two questions in order to have more interesting and thoughtful discussions (and policies) about race, and the political and ethical issues it affects.

This course has both an Ethics and Values (E&V) designation and a Law, Society, and Social Justice (LSSJ) designation for the purposes of major specialization. It also fulfills a Writing Intensive (WI) requirement.

PHIL 324W: Topics in Ethics: Health Disparities (Writing Intensive) | *Takunda Matose*

(Ethics and Values; Law, Society, and Social Justice)

This course explores three questions. First, what are the competing philosophical views about the nature of equality and what is morally objectionable about inequality? Second, what are some of the approaches to thinking about human difference within science and medicine? And finally, given the answers to the first two questions, how should we think about health disparities and their moral significance?

This course has both an Ethics and Values (E&V) designation and a Law, Society, and Social Justice (LSSJ) designation for the purposes of major specialization. It also fulfills a Writing Intensive (WI) requirement.

PHIL 324/468*: Topics in Ethics: Philosophical Issues in Human Rights | *Joy Gordon*

(Law, Society, and Social Justice)

This course addresses a variety of philosophical issues within human rights. We'll start with some texts that point to different approaches in conceptualizing human rights, as well as an overview of the major human rights instruments in international law and global governance. We'll look at such questions as the concept of rights, and its empirical and Marxist critics; the shift over the last decade in the ethical framework for understanding torture; hermeneutical issues that emerge in human rights treaties; the different ways that gender comes into play within human rights; the thorny problem of how to determine intent in cases of genocide; and issues of sovereignty when countries seek to assert extraterritorial jurisdiction over human rights violations that take place in other parts of the world.

This course has a Law, Society, and Social Justice (LSSJ) designation for the purposes of major specialization

**This course is a split 300/400-level course with limited enrollment opportunities for undergraduates. Please contact the instructor or Undergraduate Program Director for more information.*

PHIL/PSYC 355: Neuroethics | *Joseph Vukov*
(*Ethics and Values; Mind and Science*)

Neuroethics encompasses two fields of study: the ethics of neuroscience and the neuroscience of ethics. In this course, we will consider both fields, but will focus on the former. More specifically, we will consider how neuroethicists use classic bioethical principles (and sometimes, philosophical resources such as the metaphysics of personal identity) to address ethical questions that are emerging from new neuroscientific discoveries and technologies. Throughout the semester, we will be considering several issues in the ethics of neuroscience, including the following:

- To what extent is it morally permissible to engage in neurocognitive enhancement?
- What is the relationship between death and brain death?
- What are our obligations to patients with disorders of consciousness, and has our progress in neuroscience affected the way we should understand these obligations?
- How does the picture of human nature painted by neuroscience affect the way we should understand ourselves as persons?
- What (if anything) can neuroscience teach us about ourselves as moral beings?

Students who complete the course will be expected to familiarize themselves with the conversations that have arisen in response to these and similar questions.

This course has both an Ethics and Values (E&V) designation and a Mind and Science (M&S) designation for the purposes of major specialization.

PHIL 369W: Philosophy of Medicine (Writing Intensive) | *Elizabeth Hoppe*
(*Mind and Science*)

This course revolves around the metaphysical question, what is medicine? The first half of the course addresses Greek conceptions of medicine, such as whether it should be classified as a craft or a science. We will turn to Galen's conception of human health as equilibrium along with his influence on medieval views on the nature of health and disease. The second part will investigate contemporary accounts of medicine as the profession is practiced in the US. The US version will be contrasted with alternative medical practices such as Buddhist, feminist, among others.

This course has a Mind and Science (M&S) designation for the purposes of major specialization. This course fulfills a Writing Intensive (WI) requirement.

PHIL 380/424*: Topics in Philosophy of Religion: Platonism and Catholicism |
Naomi Fisher

(Mind and Science; Existence, Meaning, and Culture)

In this course you will explore the Platonic and Neoplatonic traditions and the ways in which these traditions have been integral to Catholicism. This will provide a framework which can serve as a way of seeing and an approach to the Catholic intellectual tradition. We will begin with Plato and Neoplatonism, and then address medieval Christian Neoplatonism in figures like Augustine, Pseudo-Dionysius, and Eriugena before moving through Renaissance Neoplatonism (Nicholas of Cusa and Ficino) into some more contemporary, 20th century texts. You will come away from this course with a broad understanding of how Platonism has both influenced and been shaped by Catholic asceticism, mysticism, metaphysics, and doctrine.

This course has both an Mind and Science (M&S) designation and an Existence, Meaning, and Culture (EMC) designation for the purposes of major specialization.

**This course is a split 300/400-level course with limited enrollment opportunities for undergraduates. Please contact the instructor or Undergraduate Program Director for more information.*

PHIL 398: Capstone Seminar – Charles Mills | *Jesús Luzardo*
(Law, Society, and Social Justice)

Since the publication of his masterpiece, *The Racial Contract*, Charles Mills has been a central and foundational thinker for the area now known as Critical Philosophy of Race. In this capstone seminar, we will study and discuss key texts, arguments, and themes from Mills' body of work. Through a reading of *The Racial Contract* in its entirety, along with some of his most important essays, we will explore Mills' engagements with Marxism and Social Contract Theory (esp. Rawls), as well as his influential accounts of White Supremacy as a political system, his concept of the "Epistemology of Ignorance," and his defense of what he called a Black Radical Liberalism.

This course has a Law, Society, and Social Justice (LSSJ) designation for the purposes of major specialization.

PHIL 399(02): Capstone Seminar – Philosophy and Literature | *Avery Smith*
(Existence, Meaning, and Culture)

In Philosophy and Literature, we will be considering the works of three different literary figures to inform a more robust conversation about justice, more specifically, the experiences of injustice. We will be reading Alexandre Dumas' *Count of Monte Cristo*, Toni Morrison's *Beloved* and selected poems from Bob Marley. Each piece will give us a different historical and social political context in which to discuss justice (and injustice), which will provide more nuance to classical discussions of justice.

This course has an Existence, Meaning, and Culture (EMC) designation for the purposes of major specialization.