

# PHILOSOPHY COURSE OFFERINGS

## – SPRING 2020 –

### *200-level Courses (Tier Two)*

#### PHIL 274: Logic | *Harry Gensler*

This course aims to promote reasoning skills, especially the ability to recognize valid reasoning. We'll study syllogistic, propositional, modal, and basic quantificational logic. We'll use these to analyze hundreds of arguments, many on philosophical topics like morality, free will, and the existence of God. We'll also study informal fallacies. Our text is *Introduction to Logic* (by Harry J. Gensler, Routledge, 2017 third edition - the Kindle version works fine too).

We'll have four full-period quizzes plus a comprehensive final exam, which counts as two quizzes. You'll do much of your homework on computer using the LogiCola program. For further information, click COURSES on my [harryhiker.com](http://harryhiker.com) Web site.

#### 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 276/PSYC276: Philosophy of Mind | *Joseph Vukov*

You are having conscious experiences right now. But what is the relationship between those experiences and the neural and bodily processes that underlie them? This course explores contemporary issues in philosophy of mind from philosophical, psychological, neurological, and historical perspectives. The course will be organized around three main units:

- *Mind-Body Theories*: Are your brain and mind the same thing? Or are they different? If so, how are they different? Mind-body theories attempt to answer these kinds of questions. This semester, we will explore several historical and contemporary mind-body theories, the arguments in favor of them, and the objections against them.
- *Philosophy of Cognitive Science and Consciousness*: Cognitive science uses empirical methods to study our experiences. The philosophy of cognitive science and consciousness reflects on the philosophical issues this study raises. For example: are minds like computers? How do our minds depend on our environments, languages, and cultures? How to understand consciousness?

- *Neuroethics*: Neuroethics studies ethical questions arising from studying the mind. For example: do recent discoveries in neuroscience undermine free will? Is it ever permissible for us to engage in cognitive enhancement? What is the relationship between death and brain death? Before you complete the course, you will become familiar with these (and other) questions, as well as historical and contemporary conversations about them. You will also build on important critical thinking skills including: the ability to read critically and for understanding; the ability to defend a position for which you believe; the ability to use philosophical resources to discuss pressing issues in philosophy of mind; and the ability to reflect on the ‘big questions’ raised by research in the cognitive sciences.

### PHIL 279: Judgment and Decision-Making | *Marcella Linn*

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.

### PHIL 284: Health Care Ethics | *Jennifer Parks (Writing Intensive); Elizabeth Hoppe*

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.

*At least one section of this course fulfills a Writing Intensive (WI) requirement.*

### PHIL 284: Health Care Ethics | *Pamela Lomelino*

In this class, you will learn to philosophically analyze complex ethical issues in health care. After learning the theories and concepts that provide the foundation for a philosophical analysis of health care ethics, you will have the opportunity to exercise and improve your newly acquired philosophical skills by analyzing various ethical issues that arise in the health care context – slowly progressing through more difficult issues, so that you have learned to apply the philosophical foundations you’ve learned onto a very complex and difficult health care ethical issue by the end of the semester.

## PHIL 287: Environmental Ethics (Writing Intensive) | *Brandon Morgan-Olsen*

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 fulfills a Writing Intensive (WI) requirement.*

## PHIL 287: Environmental Ethics | *Johanna Oksala*

The course introduces students to key questions in environmental philosophy and provides a strong theoretical foundation for the critical assessment of the most pressing environmental problems today. The topics studied include climate change, animal rights, feminist and social ecology, ecological critiques of capitalism, and environmental aesthetics and art.

## PHIL 287: Environmental Ethics (Engaged Learning) | *Paul Ott*

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 fulfills Loyola's engaged learning requirement, which will require all students to spend at least 20 hours engaged in outside of class activities. This will be done in a group format and will culminate in a group project and presentation at the end of the semester.

## PHIL 288: Culture and Civilization – Friendship, Romance, and Technology | *Peter Bergeron*

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.

## PHIL 288: Culture and Civilization – Classical Chinese Philosophy | *Richard Kim*

This course examines central philosophical traditions in the classical Chinese (pre-Qin) period, with a particular focus on ethical issues. Among the classical texts we will examine are the Analects, Mencius, and Xunzi (Confucianism), Daodejing and Zhuangzi (Daoism), Mozi (Mohism), and Han Feizi (Legalism).

In examining these texts we will explore a number of key philosophical issues: (1) What is the nature of the good life? (2) What virtues are necessary to live well? (3) How should we organize our society? (4) Is reason or emotion more fundamental to the good life?

### *300-level Courses (Upper-Division Courses for Philosophy Majors and Minors)*

PHIL 309: Classical Modern Philosophy – Canonical and Noncanonical | *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, taught each Spring Term, is a requirement for the Philosophy major.*

PHIL 311: Issues in Metaphysics | *James Harrington*

This course studies various philosophical issues regarding the nature of all reality, including existence, causality, relations, abstract entities, purpose, the possibility of knowledge of reality.

PHIL 323: Philosophy of Law | *Heidi Malm*

This course examines the moral limits of the criminal law. In other words, it asks the question: "What ought to be illegal and why?" After initial investigations into the nature of law and the foundation of liberty, we will examine the moral legitimacy of (possible) laws relating to (1) freedom of expression (including quite current issues involving speech and the internet, speech on campus, accountability for false speech), (2) legal paternalism (including laws about recreational drug use, death and dying, and access to body-altering procedures), (3) the enforcement of morality (including laws against gambling, consensual sex-work, revealing clothing, etc.), (4) justice (including laws about gender/orientation/identification discrimination, state-funded access to reproductive technologies, etc., and (5) the justification of punishment (including questions about juvenile justice, Illinois' atypical felony murder law, solitary confinement, and for-profit prisons). Throughout the course we will study classic philosophical arguments on the general issues as well as old and new Supreme Court rulings. Requirements include a midterm and final exam (each including objective, short-answer, and extended essay questions), a term paper on a controversial issue or a case currently before the Supreme Court but not yet decided, and numerous short writing assignments.

PHIL 324B/BIET 395: Bioethics Capstone – HIV/AIDS | *Thomas Derdak*

This course is designed to provide a detailed analysis of the biological, social, and ethical aspects of HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immune Deficiency Syndrome) both in the United States and around the world. From the biological perspective, this course will describe the structure and mechanisms of action of the HIV, the testing and treatments of the infection, the epidemiology of the disease in the United States and globally, and recent research for developing a vaccine. In addition, discussions of the social, economic and ethical aspects of HIV and AIDS will help students to understand, evaluate, and make informed decisions about HIV and AIDS policies.

*Credit for this course will count as credit towards the Bioethics Minor.*

## PHIL 369W: Philosophy of Medicine (Writing Intensive) | *Pamela Lomelino*

In this course, you will learn to conduct a philosophical analysis of clinical judgement as practiced in Western Medicine. To do so, you will learn the epistemological aspects of clinical judgement, the metaphysical aspects of some of the core concepts at play in clinical judgement, and the ethical aspects involved in the doctor/patient relationship. You must have completed at least two philosophy classes in order to enroll in this course.

*This course fulfills a Writing Intensive (WI) requirement.*

## PHIL 389/468: Contemporary Issues – The Ethics of Enhancement | *Joseph Vukov*

As humans, we have long sought to improve ourselves, even while we debated the ethics of these efforts: Plato, for example, notoriously argued that the written word—apparently, a prop to enhance memory—in fact worsened it. New technological developments, however, have raised particularly pressing ethical questions surrounding enhancement. Genetic modification; cognitive enhancing technologies; artificial intelligence; the ‘uplifting’ of non-human animal species: these technologies and others pose ethical questions at a rate that has often outpaced philosophical reflection. This course thus aims to catch up. The course will begin by investigating philosophical theories of enhancement: what counts as enhancement and how can we define it? The course will then move on to investigate the ethics of human enhancement, from the mundane (e.g. using your smartphone to navigate a new city) to the cutting-edge (e.g. heritable genetic modification). In addition to considering standard questions about the permissibility of enhancement, the course will also explore the rationality and desirability of enhancement: for example, regardless of whether enhancement is permissible, is it something that is either rational or deeply desirable to undergo? The aim of the course will be to provide students with several frameworks for approaching contemporary debates about the ethics of enhancement, as well as relevant background into the technologies that are currently shaping these debates.

*This course is a split 300/400-level course with limited enrollment opportunities for undergraduates. Credit for this course will count as credit towards the Bioethics Minor.*

## PHIL 398: Grant Capstone Seminar in Bioethics – Medical Ethics Through Media | *Jennifer Parks*

This upper division philosophy seminar considers major debates in bioethics in light of recent scholarship, drawing on a variety of perspectives from the medical humanities, including philosophy, history, literature, poetry, and film.

In analyzing the philosophical, moral, and legal debates that shape current public discourse, this course invites students to approach complex moral issues through the lens of both popular culture and scholarly analysis. Using current media including selected films, plays, comics/graphic novels, and poetry, we will explore medical/ethical/social concerns from a variety of perspectives. We will approach the weekly media (film, comic, play, or poetry) with these questions in mind: How is the issue under consideration being presented to a mass audience? How might the media’s presentation differ from or adhere to more scholarly bioethical considerations? How does the media help to uniquely convey the ethical issues at stake? *Credit for this seminar will count as credit towards the Bioethics Minor.*

PHIL 399: Capstone Seminar on a Topic in Philosophy – Feminist Epistemologies |  
*Hanne Jacobs*

Most generally speaking, feminist epistemology inquires into the relation between gender and knowledge. Specifically, feminist epistemologists have theorized how gender situates knowers and what this entails for the acquisition and justification of knowledge. In addition, a number of feminist epistemologies explicitly focus on how gendered knowers may also be differently situated due to their race, sexual orientation, ability, and socio-economic class.

In this seminar our focus will be on feminist standpoint epistemologies as they are developed in a number of different traditions. Specifically, we will get to know the different ways thinkers in feminist philosophy of science, the black feminist tradition, decolonial feminism, and critical phenomenology have theorized the epistemic import of our positionality or situatedness as knowers. We will read a variety of authors whose work transcends disciplinary boundaries including but not limited to Sandra Harding, Lorraine Code, Patricia Hill Collins, bell hooks, Kristie Dotson, María Lugones, José Medina, and Linda Martín Alcoff. In addition to getting acquainted with different accounts of the situated knower, we will inquire into how the recognition of our situated epistemic agency informs and changes how we think about objectivity, disagreement, and critical engagement between differently situated knowers. While doing so, we will pay attention to a number of criticisms that have been developed in response to different feminist epistemologies and consider possible responses to these criticisms.

Participants in this seminar will not only become familiar with the rich and varied tradition of feminist epistemology in a thematically focused manner but will also be guided in writing different kinds of essays including a final research paper, which students will present to their peers.

*This course is cross-listed with WSGS, requiring instructor permission.*