PHILOSOPHY COURSE OFFERINGS
– SPRING 2018 –

200-level Courses (Tier Two)

PHIL 272: Metaphysics | Andrew Cutrofello

This course will take up basic questions about reality and inquire into fundamental principles by which the nature of reality can be coherently explained. An analysis of issues such as: the nature of being and existence; the principles in terms of which anything (e.g., physical and non-physical things, God) is said to be real; and the nature of the relations between things (e.g., space and time, mechanical and goal-directed causality).

PHIL 274: Logic | Arnold Vander Nat

This course is a detailed study of the methods and principles of correct reasoning, focused on deductive techniques, from both the traditional logic and modern logic. Central to this study are not only the precise analysis of the logical structure of the sentences that we use in our arguments but also the logical consequences that such premises have. 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.

PHIL 275: Theory of Knowledge | Blake Dutton

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

PHIL 276: Philosophy of Mind | Joseph Vukov

The philosophy of mind studies several issues falling under one wide-ranging question: what is the relationship between your conscious experiences and the neural and bodily processes that underlie those experiences? This course explores contemporary issues in philosophy of mind from philosophical, psychology, neurological, and historical perspectives. The course will be organized around three main units: Mind-Body Theories, Philosophy of Cognitive Science and Consciousness, and Neuroethics.
PHIL 284W: Health Care Ethics (Writing Intensive) | Pamela Lomelino; Heidi Malm

In this class, students will learn to philosophically analyze complex ethical issues in healthcare. After learning the theories and concepts that provide the foundation for a philosophical analysis of healthcare ethics, students will have the opportunity to exercise and improve their newly acquired philosophical skills by analyzing various ethical issues that arise in the healthcare context. Because this is a writing intensive course that requires several in-class assignments and group work, students should plan to regularly attend class. *This course fulfills a Writing Intensive (WI) requirement.*

PHIL 287: Environmental Ethics | Elizabeth Hoppe; Paul Ott

This course will look at various philosophical and ethical views on the relationship between humans and the natural world. Topics may include: pollution, animal rights, and natural resources.

PHIL 287W: Environmental Ethics (Writing Intensive) | Julie Ward

This is a second-tier college core class (3 credit) on the topic of Environmental Ethics (henceforth, EE) that fulfills the core college requirement for Ethics, and is **Writing Intensive**. This course allows the student to develop specific critical and analytical skills in philosophical ethics relating to the environment. In the course schedule, we will both read classical texts in philosophical and Environmental Ethics, and also plan, write, present, revise, and finalize a substantial research project in EE. *This course fulfills a Writing Intensive (WI) requirement.*

PHIL 279: Judgment and Decision-making | Marcella Linn

This course examines the philosophical and psychological foundations of decision-making. Students will be able to demonstrate understanding of the principles of reasoning and decision-making.

PHIL 288: Culture and Civilization | 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.
300-level Courses (Upper-Division Courses for Philosophy Majors and Minors)

PHIL 309: Classical Modern Philosophy | James Harrington

Study of selected modern philosophers with an evaluation of their principles. Typical authors include Descartes, Spinoza, Leibniz, Locke, Hume, Berkeley, Kant.

PHIL 311: Issues in Metaphysics | Andrew Cutrofello

In this course, we will examine one of the oldest topics in metaphysics: the problem of the One and the Many. Our approach will be both historical and systematic. We will begin with Plato’s *Parmenides*, one of Plato’s most perplexing dialogues. In it, a young Socrates discusses an early version of Plato’s theory of forms with the philosopher Parmenides, who famously argued that the One is the only thing there is. Next, we will turn to the metaphysical vision of Dante’s *Paradiso*, the third part of the *Divine Comedy*. Our guide to Dante’s approach to the problem of the One and the Many will be the scholar Christian Moevs, who explains in detail how Dante’s metaphysics relates to medieval conceptions of the relationship between God and the world. Finally, we will read the contemporary logician Graham Priest’s challenging new book, *One: Being an Investigation into the Unity of Reality and of its Parts, including the Singular Object which is Nothingness*. In this book Priest advocates a Buddhist approach to the problem of the One and the Many, explaining along the way how his ideas relate to those of his predecessors. By the end of the semester students will have a richer appreciation of one of the fundamental issues in metaphysics – and of the relationship between metaphysics, logic, and metaphysical poetry.

PHIL 324B/BIET 395: Bioethics Minor Capstone – Topics in Ethics | Joseph Vukov and Toby Dye

This course begins by considering general principles of research ethics from both philosophical and practical perspectives. The course then moves on to consider how these general principles can be applied in a specific context: research in neuroscience. Indeed, while research in neuroscience regularly raises familiar ethical issues, it often raises these issues in a distinctive way. Issues surrounding informed consent, privacy, confidentiality, the protection of vulnerable populations: all these issues take on new complications when considered within the context of neuroscience research. As we approach these issues (and others), we will therefore work not only to understand the ethical questions at play, but also to understand how research in neuroscience is ethically similar to and different from other kinds of research.
PHIL 323W: Philosophy of Law (Writing Intensive) | David Ingram

This course will survey some of the main areas and issues in philosophy of law, drawing from classical texts as well as readings from Anglo-American analytic philosophy and Continental philosophy. To make the course interesting and fun we will also examine particular examples of legal reasoning (and their philosophical assumptions) that grace some of the more controversial legal opinions that have been handed down in the last 70 years. The course is not intended to be exhaustive, and no prior familiarity with law (or philosophy) is presumed.

This is a writing intensive course, which means that we will spend some class time on the fundamentals of good philosophical writing. You will be expected to prepare drafts of work and to engage in the revision process on papers. Our focus will be on the process of philosophical writing and not just submitting the end product. *This course fulfills a Writing Intensive (WI) requirement.*

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

In this course, students will investigate philosophical questions concerning the practice of medicine in the clinical context, such as the epistemology of medicine; the goals of medicine; core concepts in medicine; medicine as a profession; and the ideal physician-patient relationship. Class participation is an integral aspect of this course. *This course fulfills a Writing Intensive (WI) requirement.*

PHIL 389W: Contemporary Issues – Philosophy of Film: Race and Gender (Writing Intensive) | Julie Ward

This is an upper-level course for Philosophy Majors and other advanced students that aims to study the topics of race and gender, in part, by studying their representation in film. In conjunction with studying the topics in the film medium, we focus on central, classic texts and scholarly articles dealing with race and gender as contemporary social and political categories. Complementary to these texts, we also examine the historical background of these categories using historical and philosophical texts about the origins of racial and gender difference in modern thought. *This course fulfills a Writing Intensive (WI) requirement.*

Contemporary research in cognitive science and the social sciences has increasingly put pressure on the traditional idea that human beings are distinctive because they are rational. Irrational phenomena such as implicit bias, self-deception, self-induced ignorance, recalcitrant emotions, acting against one’s better judgment, and ad-hoc or false rationalization seem to be more prevalent in our human lives than previously thought. From a philosophical point of view, these phenomena call for theories of the human agent that can either respond to or accommodate prevalent forms of irrationality. In this class, we will look at how philosophers in both the analytic and continental European traditions have addressed and accounted for different phenomena of irrationality in their accounts of the human agent. In our discussion of different forms of irrationality, we will also make forays into literature, the cognitive and social sciences, as well as theories of race and gender.

PHIL 398(02): Grant Capstone Seminar in Bioethics | Mark Waymack

This seminar will explore ways in which bioethics has changed since its emergence in the late 1970’s and early 1980’s. We will approach the question in two different ways: How have the issues of bioethics changed? And how have the methods of doing bioethics changed? There will be several guest speakers, experts in their fields, who will visit class through the semester to facilitate discussion of their particular area of endeavor in bioethics.

The particular issues chosen will include: (1) the emergence of public health as an ethics issue, (2) the growth of interest in the idea of human rights and health care from an international perspective, and (3) how aging is emerging as a bioethics issue.

In terms of the methodology of bioethics, early bioethics was almost exclusively principle-based reasoning. We will explore (1) how feminism has challenged that orthodoxy, (2) narratival bioethics as yet another alternative method, (3) how such ideas have changed our ways of approaching bioethics education for medical students, and (4) how post-modernism might critique the “practice” of bioethics.