

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

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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.

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

This course examines philosophical ethics as it informs and guides the activity of teaching.

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.

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

PHIL 380/424*: