

Philosophy Course Descriptions

Fall 2012

FYS 1399.N11 Faith and Reason

Buras	Memorial 120	MWF	10:10-11:00
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What has Athens to do with Jerusalem? That's the way Tertullian famously put the question of the relationship between faith (Jerusalem) and reason (Athens). Does Jerusalem need Athens? Does Athens need Jerusalem? Or do both get on best in isolation from the other? Are the two inevitably at war? Is any part of Christian faith reasonable? Or does following Jesus require intellectual suicide? Or does faith transcend reason without contradicting it? Is reason always shaped by faith of some sort? What would this mean for our ability to trust reason as guide to the truth?

This course is a study of the relationship between faith and reason. We will examine the nature of faith and reason, as well as the touchstones for understanding their relationship.

Our focus will be on historically significant models of their relationship; we will trace the implications of these models for understanding the relationship of modern science to faith.

FYS 1399.N12 C.S. Lewis

Dougherty **MH 108** **TR** **3:30-4:45**

C.S. Lewis was first trained as a philosopher, but after the war there were no positions, so he gained qualifications to teach English and the rest is history. However, he continued to write philosophical works and to write literature philosophically on such a variety of issues that his work can serve as a fitting introduction to philosophy. In this course we will examine issues in Ethics, Epistemology, and Metaphysics through Lewis's works of both fiction and non-fiction.

PHI 1306.01 Intro to Logic

Martin **MH 108** **MWF** **10:10-11:00**

This course is a study of good and bad reasoning. Everyone wants to be good at reasoning, whether they put that good reasoning to work in a paper, on a professional exam (like the GRE, GMAT, LSAT, or MCAT), or in an argument with a roommate.

Understanding how to reason well is not only one of the most important skills that can be acquired in college, it is a lot of fun. In this course, we will pay special attention evaluating arguments (both inductive and deductive). We will learn how to evaluate an argument, how to recognize a fallacy, how to use arguments to clarify complicated topics, how formal structures can make the work of evaluating an argument easier, and how to formulate and use arguments effectively in papers and conversation.

PHI 1306.02 Intro to Logic**Giannini MH 108 MWF 11:15-12:05**

This class will help you become better at reasoning through the rigorous study of arguments. You interact with arguments daily as people try to give reasons to accept their claims, and you also employ them yourself in writing, conversation, and your own thought. In this class you will learn to distinguish between good and bad arguments, that is, between patterns of reasoning that are reliable and useful for getting at the truth, and those that are not. You will learn how to identify common errors in argumentation (fallacies) and also how to construct strong arguments through the use of formal logic. These skills will help you think rigorously, present ideas clearly, and dismiss faulty arguments; they are also useful preparation for professional exams such as the LSAT, GRE, MCAT, and GMAT.

PHI 1306.03 Intro to Logic**L. Cleveland MH 106 MWF 1:25-2:15**

This course will help you become a better thinker through the study of what makes an argument a good one. Whether in conversations, college papers, blogs, political debates, advertising, movies, or the news, we are constantly making or encountering arguments. Logic is the study of arguments. You will learn how the premises of arguments support (or fail to support) their conclusions. Studying logic will help you formulate better arguments, clarify your own beliefs and reasons for holding them, and identify and evaluate the arguments you encounter daily. Consequently, you will acquire crucial intellectual skills that will equip you to flourish whatever your vocation. We will spend most of the term on deductive logic, but will also canvass inductive logic and some informal fallacies. Those who are planning to go to graduate school and/or professional school should find the course useful for the GRE, the LSAT, and other preparatory examinations.

PHI 1306.04 Intro. to Logic**Baird MH 100 MWF 1:25-2:15**

What is the use of studying philosophy if all that it does for you is to enable you to talk...about some abstruse question...and if it does not improve your thinking about the important questions of everyday life...?" asked Ludwig Wittgenstein, one of the leading philosophers of the 20th century. This introductory logic course will aid you in applying reasoning skills to everyday problems of evaluation and decision making. Specifically the course will strengthen your ability (1) to clarify language, (2) to recognize fallacies in reasoning, and (3) to see relationships and connections among ideas. The classroom will be a workshop where these skills are developed, skills that should be of value to you personally and professionally. Those who are planning to go to graduate school and/or professional school should find the course valuable as they prepare to take the GRE, the LSAT, or other preparatory examinations.

PHI 1306.05 Intro to Logic**Parker MH 110 TR 9:30-10:45**

The aim of this course is to develop your reasoning skills. Specifically, we'll focus on improving your ability to understand and clarify language, recognize informal fallacies in

reasoning, and determine the validity and invalidity of deductive arguments. Not only will these abilities help you to recognize and evaluate the reasoning of others, but to clarify, evaluate, and strengthen your own arguments. The skills you acquire will prove useful not only for your other coursework and for graduate entrance exams (GRE, LSAT, GMAT and MCAT), but also in your everyday conversation and interaction.

PHI 1306.06 Intro to Logic

Jackson MH 110 TR 11:00-12:15

The aim of this course is to develop your reasoning skills. Logic is the study of arguments. In this course, you will learn to recognize good and bad forms of reasoning, and develop the skills necessary for evaluating arguments. Not only will this ability help you to recognize and evaluate others' reasoning, but to clarify, evaluate, and strengthen your own arguments. The skills you acquire will prove useful not only for your other coursework and for graduate entrance exams (GRE, LSAT, GMAT and MCAT), but also in your everyday conversation and interaction. Topics we'll cover include informal reasoning and fallacies, Aristotelian logic, propositional logic and truth tables.

PHI 1306.07 Intro to Logic

Gage MH 110 TR 2:00-3:15

Whether you are aware of it or not, you constantly use logic to make your way in the world, persuade others, and evaluate competing beliefs. Studying logic makes us more aware of whether we (and those we interact with) are reasoning well. Thus the study of logic can ultimately lead to a deeper knowledge of self, others, and the world. In this course we aim to recognize general patterns of argument and persuasion. We will become more attentive listeners and more effective communicators. The skills and concepts learned in this course will help you to decide between the competing claims with which we are bombarded in modern life, whether from marketers, film-makers, journalists, politicians, parents, or friends.

PHI 1306.08 Intro to Logic

Younger MH 110 TR 3:30-4:45

This course is intended to develop your skills in reasoning. These skills you learn in this course will allow you to recognize good or bad reasoning, as well as helping you to analyze, clarify, and strengthen your own arguments. Specific topics include categorical logic, formal and informal fallacies, truth-tables, deductive and inductive arguments, and proofs. These skills are relevant to graduate entrance exams such as the GRE, LSAT, or MCAT. Special effort will be made to apply these tools to understanding and evaluating arguments as encountered in everyday life, such as news articles, advertisements and public discourse.

PHI 1307.01 Critical Thinking: Logic and the Law

Beckwith MH 105 TR 2:00-3:15

This course is a survey of both the theory and practice of traditional logic (ordinary-language, "Aristotelian" logic, not symbolic, mathematical logic) that is used by all the "great books" in Western civilization, and in ordinary conversation, with very brief introductions to symbolic logic and inductive logic & scientific method. The course is

called "critical thinking." It is the logic that ordinary people use daily, not the logic of computer scientists and professional philosophers writing technical journal articles. As with learning a new language: you form unconscious habits of thinking logically by first consciously learning and exercising basic logical principles. Eventually, you spontaneously ask the three basic logical questions (1) what do you mean?, (2) what's your point?, and (3) why?) in all 4 basic language arts (reading, writing, speaking, and listening). While other subjects fill the mind with different content, critical thinking studies the common *forms* of all this content, and thus it is universally applicable. It is not primarily a gimmick for winning arguments (though it can be used for that) but a means of ordering and clarifying your thinking as a means to discover truth and be freed from error. Although we will critically assess reasoning in many areas of life, special emphasis will be placed on the law and legal reasoning. Thus, this course will help equip pre-law students to evaluate and create arguments, the currency of jurisprudence.

PHI 1308.01 Introductory Topics in Ethics: Today's Moral Issues

S. Cleveland

MH 105

MWF

10:10-11:00

The founding documents of our nation express a deep concern that in our society the freedom, rights, and equality of all citizens be preserved. But today we are confronted with very practical moral issues that lead us to question just how far freedom extends, just which so-called rights really are rights, and in exactly what sense of equality all of us should be treated equally. For example, are drug usage, pornography consumption, and offensive speech and behavior legitimate exercises of freedom? Do fetuses or terminally ill persons have a right to life which it is always morally wrong to violate through abortion or euthanasia? Do I have a right to end my own life, if it becomes disvaluable to me? And is there anything our government should do concerning affirmative action and immigration in order to ensure that the goal of equality is upheld? In this class, we will investigate contemporary moral issues like the ones just mentioned through both classical and contemporary readings. We will endeavor to understand and evaluate the best available arguments on each side of these issues. As we do so, we will also consider whether and how a Christian or other religious perspective might inform our deliberations. Students who take this course will be in a position to make informed contributions to ongoing public dialogue about these important topics.

PHI 1308.03 Introductory Topics in Ethics: Seven Deadly Sins

Spano

MH 110

MWF

1:25-2:15

What kind of life should we desire? In this class, we will examine how one tradition tried to answer this question by means of (what are sometimes called) "the seven deadly sins." This tradition recognized that our goal is happiness and we need to acquire certain virtues to become happy. Unfortunately, most of us are a long way from what we really want—true happiness and virtue—due to pride, envy, wrath, sloth, greed, gluttony, and lust. Reflection on these seven sins, or vices, can help set us back on the right path. We will also reflect on how good friendships can help reorient our lives, and discuss questions such as "Are we capable of living morally good lives?" "How much luck is involved in developing good (or bad) character?" "Why follow moral rules?" "Why care about others?" and "What is the place of God in the moral life?" Class sessions feature small group discussions and presentations as well as mini-lectures.

PHI 1308.04 Introductory Topics in Ethics: Happiness and the Moral Life**Davis****MH 110****TR****12:30-1:45**

Though we often say we want to be happy, do we know what happiness is, much less how to achieve it? Does it come from pursuing a life of moral virtue? Does it come from following the commands of reason? Does it come from calculating the best possible consequences of our actions? Is it, most fundamentally, about the pursuit of pleasure, or fame, or wealth? Is happiness something we invent or something to be discovered and pursued? And what is the relation between being happy and following the call of God?

Through an exploration of some significant figures in the history of ethics, this course will examine these questions along with others. As we read, discuss, and write about these questions, we will try to gain a deeper awareness of what the truly happy life might be—and how we might strive to live it.

PHI 1309.01 Introductory Topics in Ethics: Medical Ethics**Beaty****MH 120****MWF****12:20-1:10**

This course is an introduction to Medical Ethics. The course surveys three clusters of issues in medical practice that are fraught with moral and legal puzzles: the relation between patients and health care professionals (e.g. confidentiality, truth-telling, informed consent, and so on); intervention in the beginning and ending of human life (e.g., abortion, treatment of seriously ill infants, physician assisted suicide, etc.); and the just distribution of resources (e.g. health care reform, emphasis on primary care vs. specialization, etc.). We will think also about the extent to which one's faith commitments -- one's world view (Buddhism, Christian Theism, Judaism, being Muslim, Naturalism, Nation-State Liberalism, or modern hedonisms, etc.) -- are appropriate, relevant features of such discussions. For example, can we speak meaningfully of Christian medical ethics in contrast to secular approach to medical ethics? If so, how does such a perspective differ from self-identified secular approach?

PHI 1321.01 Introductory Topics in Philosophy: Pursuit of the Good**Carson****MH 106****MWF****10:10-11:00**

One influential definition of philosophy is “the love of wisdom,” and the wisdom sought in the philosophical tradition has generally focused on questions such as these. (1) What is the nature of reality? (2) What is the nature of knowledge? (3) What does it mean to love and pursue the good in one's life? Many philosophers (past and present) have focused on problems and issues in the purview of the first two questions, while ignoring or abstracting those problems and issues from the third question. Moreover, many also ignore the role of love in the philosophical pursuit of wisdom. In this course we will examine several important philosophers in the Western tradition who seem to have taken the third question as of fundamental and primary concern, who frame their views on the first two questions within it, and who give the activity of love a central place in their systems of thought. We will also look at several major philosophers who sought to either revise or reject such an approach.

PHI 1321.02 Introductory Topics in Philosophy: From Plato to Modernity
Rosenbaum MH 105 MWF 11:15-12:05

Western philosophy started with Socrates' search for wisdom. Plato's dialogues are classic examples of how one begins study of philosophy as a route to gaining wisdom. Our course begins with some of those dialogues in order to see how they have become primary examples of the pursuit of wisdom. The course moves then to other historically prominent figures who followed Plato's example in their search for wisdom. Descartes in the 17th century and Bertrand Russell in the 20th century are some of these figures. Our course also incorporates rebels against Plato's route toward wisdom, including Nietzsche and William James. The goal of the course is to span a significant cross-section of thought about how to achieve wisdom and to engage that thought personally as a prelude to further study.

PHI 1321.03 Introductory Topics in Philosophy: Humanity and its Place in Nature
Bryant MH 106 TR 9:30-10:45

What sort of things are we? What is our relationship to the world around us? Do we have some larger purpose in the grand scheme of things, or are we just another product of a blind universe that has no purposes at all? Do we make meaningful moral choices, or are all our choices determined by factors outside of our control? Are we just unusually clever animals, or is there something about us that makes us fundamentally different from the rest of the natural world?

This course will introduce you to the practice of philosophy by means of a careful, critical consideration of these questions. Special attention will be paid to the ways in which the philosophical resources of both classical theism and evolutionary naturalism can be brought to bear on these questions, and to where exactly the conflict between those two sources of our thinking about human nature lies.

PHI 1321.04 Introductory Topics in Philosophy: Philosophy and Human Nature
Echelbarger MH 108 TR 2:00-3:15

"All human beings by nature desire to know." Taking Aristotle's quote as a starting point, this course explores the relationship between philosophy and human nature. Through reading and discussing some of the great texts from the history of Western philosophy, we will ask questions such as: What is philosophy and what is it good for? What can we know? What does it mean to be a human being? How should we treat others? Not only will a thoughtful examination of these questions help you to form a coherent view of the good life, but you will also learn to read with insight, to think clearly and deeply about complex questions, and to articulate those thoughts in conversation and in writing.

PHI 1321.05 Intro Topics in Philosophy: Faith, Reason, and Christian Belief
Beckwith MH 105 TR 12:30-1:45

An introductory study of major philosophical topics, themes, and thinkers. The course aims to develop the ability to read texts critically and to think clearly about such fundamental issues as God, human knowledge and the nature of reality.

Evans **MH 105** **TR** **9:30-10:45**

PHI 3301.01 Moral Philosophy

Kruschwitz	MH 108	TR	11:00-12:15
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After we examine the challenges to the institution of morality from Friedrich Nietzsche (1844-1900), we will compare the rich moral psychologies and normative ethical theories of four pivotal thinkers. In the theories of Immanuel Kant (1724-1804) and John Stuart Mill (1806-1873) we encounter a “modern” conception of human freedom that places God at arm’s length in the moral life and shifts the focus to rules and obligations. Like Aristotle (384-322 BC) many centuries before, Aquinas (1225-1274) emphasizes the roles of happiness, virtues and vices, and character formation in the moral life, but with new twists that derive from the biblical view of morality.

PHI 3310.01 History of Philosophy – Classical

Roberts **MH 105** **TR** **3:30-4:45**

PHI 3312.01 History of Modern European Philosophy

Miner	MH 108	TR	9:30-10:45
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Phil 4353.01 Phil of Language**Kvanvig****MH 107****TR****9:30-10:45**

This course introduces students to the main issues and theories in twentieth-century philosophy of language, focusing specifically on linguistic phenomena. Part I explores several theories of how proper names, descriptions, and other terms bear a referential relation to non-linguistic objects. Part II surveys competing theories of linguistic meaning and compares their various advantages and liabilities. Part III introduces the basic concepts of linguistic pragmatics, includes a detailed discussion of the problems of indirect force, and Part IV examines linguistic theories of metaphor.

PHI 4363.01 Philosophy and Medicine**Marcum****MH 108****TR****12:30-1:45**

Modern American medicine is undergoing several important crises, especially quality-of-care and professionalism crises. In response to these crises, I propose a notion of the virtuous physician and explore the notion in terms of its metaphysical, epistemological, and ethical dimensions.

Phil 5306.01 Readings from Philosophers: Kierkegaard**Evans****MH 107****R****2:00-4:45**

This course will be a philosophical examination of one of the greatest Christian philosophers, Søren Kierkegaard. It will consist of an intensive reading and discussion of some of Kierkegaard's most important pseudonymous works, including Philosophical Fragments, most of Concluding Unscientific Postscript, Fear and Trembling, Sickness Unto Death, and large portions of Either/Or.

Phil 5311.01 Readings from Philosophers: Hume and his Critics**Buras****MH 107****M****2:30-5:30**

Reid and Kant chart the two main courses forward from Hume's skepticism in the modern period. This research seminar is a study of that skepticism and those responses. The central texts will be Hume's *A Treatise of Human Nature* (1739-40) and *An Enquiry concerning Human Understanding* (1748), Reid's *An Inquiry into the Human Mind on the Principles of Common Sense* (1764), and Kant's *Critique of Pure Reason* (1781 [A] and 87 [B]). (Selected secondary sources will be assigned as well.) The main goal will be to assess these responses to Hume and to identify the philosophically significant similarities and differences between them. Though we will focus, topically, on our ability to think about mind-independent reality, other topics will be addressed along the way, and student research papers may range much more widely.

Phil 5318.01 Logic for Philosophers**Pruss****MH 106****TR****12:30-1:45**

This course is optimized to cover topics in philosophy that all philosophers working in any of the central areas of philosophy--metaphysics, ethics and epistemology--should have a grasp of. Specific topics will be: first order logic, set theory, probability theory, modal logic.

PHI 5319.01 Philosophical Writing**Kvanvig****MH 107****T****2:00-5:00 pm**

The topic of the course is in the philosophy of religion, with significant amounts of epistemology and metaphysics and ethics as they arise in the articles in the collection of essays for the course. This course has as its goal mastering the art of writing a critical essay in philosophy, an essential skill for success in graduate school in philosophy and for publication success after securing a position in philosophy. The course material is simply a convenient vehicle for achieving this goal. As such, this course is designed for first-year graduate students in philosophy. For those planning a career in philosophy, the skills in question are indispensable for their graduate careers and professional careers to follow.

Phil 5360.01 Special Topics in Philosophy: Emotions and the Virtues**Roberts****MH 107****W****2:30-5:30**

We will examine topics in moral psychology, especially the nature of virtues and their relation to emotions. We will address the nature of emotions and their relevance to moral judgment, actions, personal relationships, and human flourishing. We will examine how emotions affect these matters “in themselves” and also in the context of such personal excellences as generosity, gratitude, justice, compassion, and humility.

PHI 5361.01 Topics in Contemporary Philosophy of Religion: Religious & Irreligious Experience**Dougherty****MH 107****TR****11:00-12:15**

This class examines possible forms of non-inferential justification for both theism and atheism. In particular, it examines perceptual or perception-like evidence for both theism and atheism. Particular attention is given to various Anglo-American forms of common sense epistemology stemming from Reid.