

Philosophy Courses - Fall 2019

All 100 and 200-level philosophy courses satisfy the Humanities requirement -- except PHIL 120. We offer both a *major* and a *minor* in philosophy plus a concentration in Politics, Philosophy, and Law – the requirements can be found at www.philosophy.cofc.edu.

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY:

Students starting at CofC before Fall 2016: 33 semester hours in philosophy which must include 120; 201; 202; and 450. Of the remaining 21 hours of electives in philosophy, at least 12 hours must be taken in courses at or above the 200 level, with at least nine of these at or above the 300 level.

Students starting at CofC during or after Fall 2016: 33 semester hours in philosophy which must include 120; 201; 202; and 450. Of the remaining 21 hours of electives in philosophy, at least 3 hours must be taken in value theory courses; 12 hours must be taken in courses at or above the 200 level; and least nine hours must be taken at or above the 300 level.

Note: A maximum of six hours of PHIL 398, 399, or 499 may be taken to satisfy the requirement of nine elective hours at or above the 300-level

REQUIREMENTS FOR THE MINOR IN PHILOSOPHY: 18 semester hours in philosophy which must include: Philosophy 101; Philosophy 120; a course in the history of philosophy (201, 202, 304, 305, 306, 307, or 310); and three additional courses in Philosophy, two of which must be at or above the 200-level.

Philosophy majors who are interested in independent study options (including Internships, Bachelor's Essays, and Teaching Apprenticeships) should consult with the department chair or their advisor

CRN 10531	HONS 180 - Honors Business & Consumer Ethics	Baker	TR 1:40 - 2:55
CRN 12717	PHIL 101 - Introduction to Philosophy	Hough	TR 1:40 - 2:55
CRN 11981	PHIL 101 - Introduction to Philosophy	McKinnon	MW 3:25 - 4:40
CRN 11785	PHIL 101 - Introduction to Philosophy	McKinnon	MW 2:00 - 3:15
CRN 12718	PHIL 101 - Introduction to Philosophy	Hemmenway	TR 3:05 - 4:20
CRN 13416	PHIL 101 - Introduction to Philosophy	Hemmenway	TR 4:30 - 5:45
CRN 12734	PHIL105 - Contemporary Moral Issues	Coseru	MWF 10:00 - 10:50
CRN 14045	PHIL 115 – Critical Thinking	Boyle	MWF 11:00 - 11:50
CRN 10923	PHIL 120 - Symbolic Logic	Nunan	MWF 10:00 - 10:50
CRN 10924	PHIL 120 - Symbolic Logic	Nunan	MWF 11:00 - 11:50
CRN 13410	PHIL 150 - Nature, Technology & Society	Boyle	TR 12:15 - 1:30
CRN 14047	PHIL 160 – Ethics & Sports	Krasnoff	TR 9:25 – 10:40
CRN 13832	PHIL 165 – Philosophy of Sex & Gender	Leder	TR 9:25 – 10:40
CRN 13833	PHIL 170 – Biomedical Ethics	Leder	TR 3:05 - 4:20
CRN 10603	PHIL 201 - History of Ancient Philosophy	Coseru	MW 2:00 - 3:15
CRN 13241	PHIL 205 - Existentialism	Hough	TR 10:50 - 12:05
CRN 13412	PHIL 255 - Philosophy of Religion	Grantham	MWF 1:00 - 1:50
CRN 13415	PHIL 280 - Aesthetics	Neufeld	TR 1:40 - 2:55
CRN 12396	PHIL 298 - Special Topic: Queer Looks: Lesbian, Gay, & Transgender Portrayals in Film	Nunan	MW 3:25 - 4:40
CRN 13413	PHIL 301 - Topics in Ethical Theory: Moral Relativism	Specker Sullivan	TR 9:25 - 10:40
CRN 13414	PHIL 305 - Topics in History of Philosophy: Kant	Krasnoff	TR 12:15 - 1:30
CRN 11204	PPLW 400 - Senior Seminar: Public Spheres Democratic Deliberation	Neufeld	TR 10:50 - 12:05

HONS 180: Honors Business & Consumer Ethics

Prof. Baker

CRN 10531 (TR 1:40 – 2:55)

PREREQUISITE: Honors College Student

“Business ethics” is not a contradiction in terms, as this course will make clear. Indeed, ethics and business are so interrelated that the old joke is more misleading than funny. In this course we will look to historical and modern economic sources in order to investigate the nature of business and profit. Once we have garnered a general understanding of what business involves and what the market requires, we will be prepared to ask how “ethics” is pertinent to business. Of course, what we mean by “ethics” will have to be decided. In the final portion of the course we will be reading work done by contemporary business ethicists and attempting to think critically about both their approach and the issues being addressed. My hope is that by the end of the semester each of you will have developed a framework of thought with which to (in this class and outside of it) approach the initially bewildering array of issues that intersect business and ethics.

PHIL 101: Introduction to Philosophy

Prof. Hough

CRN 12717 (TR 1:40 – 2:55)

NO PREREQUISITES

What is a human being? Our beliefs about the human constitution necessarily shape our sense of what is good for us (indeed, the realization, actualization or fulfillment of our ‘nature’ is usually the aim of an ethical account). Do human creatures have immortal souls, or souls of a very different sort? Are we essentially rational? Political? Products of our culture, or beings already equipped with knowledge? Do our lives ‘mean’ anything? Is human life part of a grand cosmic scheme, or is it a meaningless series of actions and accidents? Is the cosmos moral and just? Can a life that ends in calamity be redeemed? What is redemption?

In order to answer these questions, we will read from a number of influential accounts of human nature, both ancient and modern. These philosophical models of the self will guide our exploration of what it means to be human, and what the best kind of life for a human truly is.

PHIL 101: Introduction to Philosophy

Prof. McKinnon

CRN 10648 (MW 3:25 – 4:40)

CRN 11785 (MW 2:00 – 3:15)

NO PREREQUISITE

This course will introduce students to a number of topics in contemporary philosophy, often drawing on the resources of other fields such as psychology, linguistics, and sociology. We’ll cover a large range of topics including: whether it’s rational to have a child; what we can know, and how we can learn from others; why we sometimes don’t believe people who are telling the truth; why we sometimes make a plan but fail to follow through; racism, sexism, and privilege; how we can unintentionally discriminate against people; and other topics. This is a discussion based course, and topics are meant to challenge students’ values and beliefs in a respectful learning space.?

PHIL 101: Introduction to Philosophy

Prof. Hemmenway

CRN 12038 (TR 3:05 – 4:20)

CRN 13416 (TR 4:30 – 5:45)

NO PREREQUISITE

This course will introduce you to philosophy by means of a careful study of works by four major philosophers of our tradition: Plato, Descartes, Rousseau, and Sartre. Some of the many questions we will raise are the following: What is human virtue, and is it possible to teach it? Is it worthwhile to examine thoroughly one’s beliefs and opinions? What can we know for certain and how do we attain that knowledge? On what do we base our standards of social justice? What is the meaning of human existence?

PHIL 105: Contemporary Moral Issues

Prof. Coseru

CRN 12734 (MWF 10:00 – 10:50)

NO PREREQUISITE

Examination of moral issues surrounding such topics as reproductive technologies, sexual ethics, diversity, war, surveillance, world poverty, employment practices, and the environment, in light of current debates in applied ethics.

PHIL 115: Critical Thinking

Prof. Boyle

CRN 14045 (MWF 11:00 – 11:50)

NO PREREQUISITE

This course on critical thinking offers basic lessons in how we reason and how we can reason well. We will examine how to explain, clarify, support, illustrate, defend, and refute claims. It is a practical, skills-oriented course which will provide students with tools for understanding and evaluating the kinds of arguments we constantly encounter in everyday life.

PHIL 120: Symbolic Logic

Prof. Nunan

CRN 10923 (MWF 10:00 – 10:50)

CRN 10924 (MWF 11:00 – 11:40)

NO PREREQUISITE

An introduction to the formal methods of deductive logic, both when complete sentences are the smallest unit of logical analysis used in an argument (propositional logic), and when arguments depend on what's going on inside the sentences (predicate logic). You will study techniques for translating English sentences into a symbolic language, be introduced to sets of rules for making valid inferences within this language, and formal techniques for establishing when arguments are invalid, too. Learning how to use this formal system will build abstract reasoning skills, teach you how to recognize and construct valid arguments, and develop your ability to detect logical errors in reasoning.

This material is somewhat like a math course, and counts toward the math/logic General Education distribution requirement (not towards the humanities/arts distribution requirement). No prior background in logic is assumed. The course will involve weekly graded homework exercises, plus three exams.

Note: This course does not count toward the humanities minimum degree requirement. It does count toward the general education requirement in mathematics or logic.

PHIL 150: Nature, Technology & Society

Prof. Boyle

CRN 13410

NO PREREQUISITE

This course will examine various philosophical problems arising from the impact of science and technology on contemporary society. We will consider questions about technology and human nature, technology and the environment, technology and gender, and ethical issues raised by the development of relatively new technologies (for example, the Internet, bioengineering and human enhancement, autonomous robots). We will also read and discuss some texts from the history of philosophy that help provide some context for our contemporary debates.

PHIL 160: Ethics & Sports

Prof. Krasnoff
CRN 10603 (TR 9:25 – 10:40)
NO PREREQUISITE

An examination of ethical and philosophical issues arising in the context of athletics. We will discuss the nature and purpose of sports, and their role in social life. We will consider what actions are acceptable in the pursuit of athletic excellence, and what limits there are on the pursuit of victory

PHIL 165: Philosophy of Sex & Gender

Prof. Leder
CRN 13832
NO PREREQUISITE

Western thought and, indeed, Western civilization owes an incalculable debt to ancient Greek philosophy. The problems that fascinated Greek thinkers (What is real? What can we know for certain? What is justice? Can we be truly free?) constitute a major part of the Western intellectual inheritance. In this course we examine how Plato, Aristotle, the Epicureans, and the Stoics have addressed these problems, and their enduring legacy. These philosophers will be read in the original sources in translation.

PHIL 201: History of Ancient Philosophy

Prof. Coseru
CRN 10603
PREREQUISITE: 3 semester hours in philosophy or permission of the instructor.

Western thought and, indeed, Western civilization owes an incalculable debt to ancient Greek philosophy. The problems that fascinated Greek thinkers (What is real? What can we know for certain? What is justice? Can we be truly free?) constitute a major part of the Western intellectual inheritance. In this course we examine how Plato, Aristotle, the Epicureans, and the Stoics have addressed these problems, and their enduring legacy. These philosophers will be read in the original sources in translation.

PHIL 205: Existentialism

Prof. Hough
CRN 13241
NO PREREQUISITES

'L'existentialisme', a term coined by Jean-Paul Sartre shortly after the end of World War II, is a philosophical and literary movement that explores and amplifies many concerns of several 19th-Century philosophers, particularly Nietzsche and Kierkegaard. We will explore this controversial philosophical approach by reviewing its 19th-Century roots, and by reading novels that have inspired or been written in the spirit of existentialism. Topics will include Heidegger's notion of authenticity and Sartre's claims about freedom and bad faith.

PHIL 255: Philosophy of Religion

Prof. Grantham
CRN 13412
NO PREREQUISITE

This course introduces a variety of perspectives on central philosophical questions about religion: What do western religions mean by "God"? Is it possible to prove (or provide strong evidence) that God exists? Does the problem of Evil prove (or provide strong evidence) that God does not exist? Is it ever reasonable to believe based solely on faith? Is it reasonable to believe in miracles or the afterlife? Should the diversity of religions undermine commitment to one specific faith tradition?

PHIL 280: Aesthetics

Prof. Neufeld

CRN 13415

NO PREREQUISITE

We spend a lot of our time with the arts—we read novels and poetry, we watch movies and television, we go to art galleries and the theater. Some works of art are simply distractions from our own lives. But others (and not always the ones we expect) raise important philosophical questions:

- If I weave a basket, is it art? If so, is it art in the same way that the *Mona Lisa* is art? What is the difference between art and craft?
- Why is a perfect copy of a novel like *Lord of the Flies* a genuine instance of the novel, but a perfect copy of a statue like Michelangelo's *David* is only a reproduction?
- Why do we get sad, excited, and frightened by what happens to characters in shows like *Game of Thrones*? After all, don't we know the characters are *fictional*?
- What does it matter if Scarlett Johansson plays the part of a character originally written as Asian?

These questions and many others besides will serve to frame discussion in the class as we investigate theories of art and beauty from the Ancient Greeks to the present.

PHIL 298: Special Topic: Queer Looks: Lesbian, Gay, & Transgender Portrayals in Film

Prof. Nunan

CRN 12396

NO PREREQUISITE

"These were fleeting images, but they were unforgettable. And they left a lasting legacy. Hollywood, that great maker of myths, taught straight people what to think about gay people, and gay people, what to think about themselves. No one escaped its influence." —Armistead Maupin, *The Celluloid Closet*

Films both reflect and create cultural perceptions, about human sexuality no less than other matters. This course will examine some aspects of the history of that cinematic treatment of lesbian, gay, bisexual, and transgendered people in films, starting in the silent era and working up to the 21st century. In addition to viewing films and reading film criticism, we will also discuss a variety of historical, sociological, and philosophical writings pertaining to cultural study of gender queer portrayals in film.

Some sample films: *A Florida Enchantment* (1914); *Madchen in Uniform* (1931); *The Children's Hour* (1961); *Boys in the Band* (1970); *The Crying Game* (1992); *Ex Machina* (2015); *Her Story* (2016)

PHIL 301: Topics in Ethical Theory: Moral Relativism

Prof. Specker Sullivan

CRN 13413

PREREQUISITE: *Either six semester hours in philosophy (other than 120) or permission of the instructor.*

Is it true that "East is East & West is West and never the twain shall meet"? Moral relativism is the idea that ethical justification of decisions and actions depends on the cultural context of the society in which they take place. Some interpret moral relativism as a metaethical theory, according to which there are no universal moral truths, only customs & habits. Other take moral relativism to be a normative theory which proposes that we cannot criticize other cultures because what appears to us to be wrong is only wrong from our own particular perspective. In this class we will study arguments for & against both metaethical & normative moral relativism, considering both canonical & contemporary approaches.

PHIL 305: Topics in the History of Philosophy: Kant

Prof. Krasnoff

CRN 13414

PREQUISITE: *Either six semester hours in philosophy (other than 120) or permission of the instructor.*

Intensive study in Kant's critical philosophy. Our focus will be on the following problem: where do standards of reason (if there are any) come from, and what gives them their authority over us? We will study Kant's views on both metaphysics and ethics in order to understand and evaluate his distinctive solution to this problem. About half of the course will be devoted to the *Critique of Pure Reason*; the remainder will be devoted to Kant's moral philosophy.

PPLW 400: PPLW Senior Seminar: Public Spheres & Democratic Deliberation

Prof. Neufeld

CRN 11204

PREQUISITE: *Those who have declared enrollment in Politics, Philosophy, & Law concentration will be given priority in registration.*

People's ability to freely express and debate ideas, to present needs and preferences, and to reflect on and criticize policy is central to democratic citizenship and to the legitimacy of state action. The "public sphere" is, roughly, the forum within which such free expression and critical reflection takes place. This course will explore three broad questions: First, what *is* the public sphere? Answers to this question are partly historical, partly conceptual. Second, what *should* the public sphere be like? Answers to this question draw on normative accounts of democracy. Finally, what are the limits of the public sphere? Answers to these questions are historical, conceptual and normative. We may read texts from Walter Lippmann, John Dewey, Hannah Arendt, Jürgen Habermas, John Rawls, Nancy Fraser, Chantal Mouffe, Seyla Benhabib, Michael Warner, Iris Young, Tommie Shelby, Robert Talisse, and others (depending in part on student interests).