

# Philosophy Courses - Fall 2021

All 100 and 200-level philosophy courses satisfy the Gen Ed Humanities requirement -- except PHIL 120, which counts toward the Gen Ed Mathematics requirement. We offer both a *major* and a *minor* in philosophy plus a concentration in Politics, Philosophy, and Law. Requirements can be found at [philosophy.cofc.edu](http://philosophy.cofc.edu).

## REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY:

33 semester hours in philosophy which must include 120; 201; 202; and 450 (or PPLW 400). Of the remaining 21 hours, at least 3 hours must be taken in value theory courses; 12 hours must be taken at or above the 200 level; and least nine hours must be taken at or above the 300 level.

**REQUIREMENTS FOR THE MINOR IN PHILOSOPHY:** 18 semester hours in philosophy which must include a course in the history of philosophy (201, 202, 304, 305, 306, 307, or 310), and one course at or above the 300 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. A maximum of six hours these courses may be taken to satisfy the requirement of nine elective hours at or above the 300-level.

CRN #	Subject/Sec.	COURSE TITLE	INSTRUCTOR	DAYS/TIME
CRN 13313	FYSE 129.01	Courage and How to See It	Baker	TR 12:15-1:30
CRN 13315	FYSE 129.02	Race and Ethnicity in American Comedic Fiction	Krasnoff	TR 1:40-2:55
CRN 11851	HONS 225.03	The Scottish Enlightenment	Boyle	TR 12:15-1:30
CRN 12921	HONS 281.01	Honors Ethics	Nadelhoffer	TR 9:25-10:40
CRN 11264	PHIL 101.01	Introduction to Philosophy	Hough	MWF 10:00-10:50
CRN 11360	PHIL 101.02	Introduction to Philosophy	Hough	MWF 11:00-11:50
CRN 11529	PHIL 101.03	Introduction to Philosophy	Coseru	MWF 11:00-11:50
CRN 12446	PHIL 101.05	Introduction to Philosophy	Baker	TR 9:25-10:40
CRN 13032	PHIL 101.06	Introduction to Philosophy	TBA	TR 10:50-12:05
CRN 11532	PHIL 105.01	Contemporary Moral Issues	Coseru	MW 2:00-3:15
CRN 13033	PHIL 105.02	Contemporary Moral Issues	Coseru	TR 3:25-4:40
CRN 12238	PHIL 115.01	Critical Thinking	Hemmenway	MWF 1:00-1:50
CRN 10746	PHIL 120.01	Symbolic Logic	Grantham	MWF 12:00 - 12:50
CRN 10747	PHIL 120.02	Symbolic Logic	Grantham	MWF 1:00 - 1:50
CRN 13519	PHIL 155.01	Environmental Ethics	Kingston	MWF 9:00-9:50
CRN 13520	PHIL 155.02	Environmental Ethics	Kingston	MW 10:00-10:50
CRN 11715	PHIL 170.01	Biomedical Ethics	TBA	MWF 9:00-9:50
CRN 11864	PHIL 170.02	Biomedical Ethics	TBA	MWF 12:00-12:50
CRN 10485	PHIL 201.01	History of Ancient Philosophy	Hough	MW 2:00-3:15
CRN 13027	PHIL 209.01	Political Philosophy	Hemmenway	MW 3:25-4:40
CRN 13028	PHIL 210.01	Philosophy, Law, and the Arts	Neufeld	TR 10:50-12:50
CRN 13070	PHIL 301.01	Topics in Ethical Theory: Free Will	Nadelhoffer	TR 12:15-1:30
CRN 13532	PHIL 305.01	Topics in the History of Philosophy: Topic TBA	TBA	TR 9:25-10:40
CRN 13071	PHIL 400.01	Seminar in Politics, Philosophy, and Law: Democracy vs. Populism	Neufeld	TR 1:40-2:55

**FYSE 129.02 First-Year Seminar: Courage and How to See It**

Prof. Baker

CRN 13315 (TR 12:15-1:30)

NO PREREQUISITE:

In this course students will begin with recent complaints from psychologists about our culture of "safetyism" and consider what bravery requires in response. Students will examine ethical accounts of bravery, warrior ethos, and ways in which we can be brave in our daily lives. Questions addressed include: Who do you consider a hero? What other character traits do you admire? Do you have role-models with these traits? Do everyday activities require bravery? Can we ourselves develop virtue, and come to be brave? What steps would be involved? Are the particular roles in society that require bravery appreciated and well-designed? Do heroes change their culture or reflect it? How does life go, for a hero? This is an ideal course for an introduction to philosophy and academic study in general.

**FYSE 129.02 First-Year Seminar: Race and Ethnicity in American Comedic Fiction**

Prof. Krasnoff

CRN 13315 (TR 1:40-2:55)

NO PREREQUISITE:

Discussions of "systematic racism" sometimes suggest that our culture has been constructed in ways that exclude Black contributions. In this class, we will study the ways in which American comedy has always been obsessed with Black voices. By examining works of comedic literature by white, Black, and Jewish-American authors, together with video and audio of other forms of comedic performance, we will come to understand that American comedy is the expression of a kind of cultural anxiety that returns again and again to the instability of racial hierarchies.

**HONS 225: The Scottish Enlightenment**

Prof. Boyle

CRN 11851 (TR 12:15-1:30)

PREREQUISITE: Honors College Student

The remarkable intellectual achievements of eighteenth-century Scotland – the "Scottish Enlightenment" -- had lasting effects on European and American culture. This was the era of accomplishments as diverse as Adam Smith's economic theory, James Hutton's revolutionary theory of the age of the Earth, Robert Burns's poetry in the everyday language of Scots, and Thomas Reid's "common sense" philosophy.

But what does it mean to say this was a time of "Enlightenment"? What was uniquely Scottish about the Scottish Enlightenment? What conditions made Scotland – then an impoverished country of just 1.5 million people – so capable of flourishing in this way? After examining some answers to these questions, we will read and discuss central texts by Scottish philosophers such as Francis Hutcheson, David Hume, Adam Smith, and Thomas Reid, on topics such as art and aesthetics, human nature, religion and ethical theory, and political and economic theory. We will sample some poetry by Burns and Joanna Baillie. We will also consider the roles of slavery and abolitionism in eighteenth-century Scotland, and the influence of the Scottish Enlightenment on the American civic tradition.

**HONS 281: Honors Ethics**

Prof. Nadelhoffer

CRN 12921 (TR 9:20-10:40)

PREREQUISITES: Honors College

In this course, we are going to explore the relationship between empirical moral psychology and ethical theory. The central question is whether evidence about how moral decision-making *actually* works gives us any insight into how moral decision-making *should* work? We will start with a detailed discussion of the two primary ethical theories—namely, utilitarianism and deontology. Here we will read both classic and contemporary texts. Then, we will read about the so-called "naturalistic fallacy" before turning our attention from ethical theory to moral psychology. Having surveyed some of the empirical literature on the nature and limits of moral decision-making, we will end by reading Joshua Greene's *Moral Tribes* (2013) followed by some criticisms of Greene's view.

**PHIL 101: Introduction to Philosophy**

Prof. Hough

CRN 11264 (MWF 10:00-10:50)

CRN 11360 (MWF 11:00-11:50)

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. Coseru

CRN 11529 (MWF 11:00 – 11:50)

NO PREREQUISITE

What is it to know, and what is the difference between knowledge and mere opinion? What is truth, and how do I tell the difference between fact and fiction? Are there such things as "alternative facts"? Are our ideas innate or acquired? Is there anything we can be certain of in the face of constant change? Are virtue and happiness related in some way? Can we be truly free? Does power have a corrupting influence on truth? What role does culture, religion, gender, politics, and science play in shaping our view of the world and our identity? No matter what our answers to these questions, how are we to proceed? And, in general, what is the best way to live? What is the good life? We will examine a variety of answers to these questions through a combination of classical, modern, contemporary readings.

**PHIL 101: Introduction to Philosophy**

Prof. Baker

CRN 12446 (TR 9:25 –10:40)

NO PREREQUISITE

What is philosophy? After this class, you will not only know but be able to show it off. We will look to philosophical work in its main areas: epistemology, ethics, and metaphysics. We analyze primary readings, beginning with Plato, but also study the most recent work by philosophers on complicated social topics. Students will learn to recognize the distinctive methodology of philosophy and, over the semester, get comfortable with the subject matter of philosophy. It's all around us. We look to the epistemology of Wikipedia, the ethics of addiction, the philosophy of art, and the metaphysics in various films. Finally, students get practice in defending their own views in a philosophical manner. This is a skill with wide application.

**PHIL 105: Contemporary Moral Issues**

Prof. Coseru

CRN 11532 (MW 2:00 – 3:15)

CRN 13033 ( MW 3:25-4:40)

NO PREREQUISITE

In the past few years we have witnessed the rise of cancel or call-out culture, especially on social media, and of various strategies to combat it. Cancel culture stands for the practice or tendency to express disapproval of, withdraw support from, and exert social pressure on individuals who are perceived to have said or done things that certain groups regard as offensive or socially unacceptable. What are the implications of cancel culture for free speech, artistic expression, and

educational standards? Is 'canceling' an ethical slippery slope where today's acceptable norms become tomorrow's bogeyman? Does cancel culture promote intolerance of people with different views or serve as a justified practice for accountability and positive social change? Should history be rewritten to reflect current sensibilities, or should we simply critically assess past ideas and events as we build a different present and future? The goal of this course is twofold: (i) to examine these issues in depth in light of various ethical theories, and (ii) to gain a deep understanding of the practical aspects of morality.

### **PHIL 115: Critical Thinking**

Prof. Hemmenway  
CRN 12238 (MWF 1:00 – 1:50)  
NO PREREQUISITE

Being a free human being means being able to think for yourself; think about what you believe, what is important, what you deem prudent to do, what you understand is moral to do, etc. Some of the tools an independent thinker needs are critical thinking skills, for example, the ability to evaluate somebody else's claims about the world. This course teaches you about some of those skills and gives you practice in evaluating the reasoning of others so that you can come to your own conclusions. These skills should also enable you to present a stronger case to others for what you believe.

### **PHIL 120: Symbolic Logic**

Prof. Grantham  
CRN 10746 (MWF 12:00 – 12:50)  
CRN 10747 (MWF 1:00 – 1:50)  
NO PREREQUISITE

We find arguments in many areas of human life: politics, legal reasoning, science, and everyday discussions. In each of these domains, people offer reasons and evidence to support their beliefs. Well-educated college graduates should be able to critically assess these arguments. This course aims to strengthen your native ability to assess arguments. Specifically, this course introduces the methods of formal deductive logic. We will learn how to translate English sentences into propositional and predicate logic and to assess the validity of inferences in these languages. Studying this formal system will build abstract reasoning skills, teach you how to recognize and construct valid arguments, and improve your ability to detect mistakes in reasoning.

### **PHIL 155: Environmental Ethics**

Prof. Kingston  
CRN 13519 (MWF 9:00-9:50)  
CRN 13520(10:00-10:50)  
NO PREREQUISITE

A study of the philosophical and ethical dimensions of environmental issues, including such topics as the moral status of other species and the nature of human obligations toward the environment.

### **PHIL 170: Biomedical Ethics**

Prof. TBA  
CRN 11715 (MWF 9:00-9:50)  
CRN 11864 (MWF 12:00 – 12:50)  
NO PREREQUISITE

The application of ethical theories to issues and problems in biomedical ethics such as abortion, euthanasia, genetic engineering and genetic counseling, behavior control, death and dying and medical experimentation.

### **PHIL 201: History of Ancient Philosophy**

Prof. Hough

CRN 10485 (MW 2:00-3:15)

PREREQUISITE: 3 hours in PHIL

It has been said that the legacy of Greece to philosophy is Western philosophy. In this course we will explore the metaphysical, ethical and political questions that inform this inheritance: what is it to know, and what is the difference between knowledge and true opinion? Is it better to be just than unjust? How are virtue and happiness related? What is the best way to live? The answers to these questions continue to inspire contemporary debates on these topics. We will consider the main figures of classical philosophy, from the Presocratics (Thales, Parmenides, Zeno, and Heraclitus), to Plato, Aristotle, and the central Hellenistic philosophers (Epicurus, Epictetus, and Cicero, among others).

### **PHIL 209: Political Philosophy**

Prof. Hemmenway

CRN 13027 MW 3:25-4:40)

NO PREREQUISITE

We will read three of the seminal philosophers in Social Contract theory: Hobbes' Leviathan, Locke's Second Treatise of Government, and Rousseau's Second Discourse and Social Contract. These books approach basic questions of politics by arguing what agreements human beings would make in coming out of a state of nature to form a political association. Some of the questions addressed are: what is the origin of government, what conditions does it have to meet to be legitimate, and what natural rights ought to be protected in civil society.

### **PHIL 210: Philosophy, Law, and the Arts**

Prof. Neufeld

CRN 13028 (TR 10:50-12:05)

NO PREREQUISITE

Law and art intersect in myriad ways in copyright law, land use and historical preservation, tax and tariff law, obscenity law, and direct government funding of art in many different contexts including monuments and memorials. Each of these intersections raise interesting philosophical problems from the metaphysical (how do we know when something is the same again—crucial in copyright) to the aesthetic (how do we judge whether a work of art is of recognized stature as the Visual Artists Rights Act requires, or whether a particular structure is an eyesore) to the political (is it justified for a government to give money for the development of arts that few of us enjoy; should public space be used for politically repugnant but historically important monuments). In this course we will explore these questions and more by reading interdisciplinary work in philosophy, law and the arts.

### **PHIL 301: Topics in Ethical Theory: Free Will**

Prof. Nadelhoffer

CRN 13070

PREREQUISITE: 6 hours in PHIL

The goal of this course is to survey some of the contemporary literature on free will and moral responsibility. First, we will explore the traditional debate about whether free will is compatible with fatalism, determinism, and/or indeterminism. We will then explore (a) the problem of so-called "moral luck"—that is, when we are held responsible for our behavior despite the fact that what we did was largely (if not entirely) a matter of good or bad luck, and (b) the arguments by free will skeptics who claim that humans are neither free nor responsible. Finally, we will explore whether recent advances in behavioral genetics, social psychology, and neuroscience undercut traditional conceptions of agency (and if so, what follows).

**PHIL 305: Topics in the History of Philosophy: Topic TBA**

Prof. TBA

CRN 13532

PREREQUISITE: 6 hours in PHIL

**PHIL 400. 01: Seminar in Politics, Philosophy, and Law: Democracy vs. Populism**

Prof. Neufeld

CRN 13071

PREREQUISITE: Departmental permission required, priority given to seniors in the PPLW concentration

Recent years have witnessed the rise of populist movements across the world. These movements are characterized by those engaged in them as fighting on behalf of “the people” against “elites.” Populist movements often advocate a number of anti-democratic policies and reforms so that populism is taken to be opposed to democracy. This seminar will investigate how these two ways of thinking about popular sovereignty—the rule of the people—are similar, differ, and oppose one another. This will involve investigating (primarily through the lens of political theory and philosophy) the history of the concepts of populism, the people, and elites; the normative foundations of democracy; some tensions internal to democratic deliberation in the age of mass media; professional wrestling; and more.