PHILOSOPHY UNDERGRADUATE COURSES

Courses marked with * have Honors sections available.

PHIL 2500: INTRODUCTION TO SYMBOLIC LOGIC*
MW 12:30-1:45  ED COX
This course focuses on topics in epistemology, metaphysics, and language. The course emphasizes critical thinking through writing. Close attention will be given to the analytical skills involved in clarifying, defending, and evaluating beliefs and arguments.

PHIL 3000: INTRO SEMINAR IN PHILOSOPHY-CTW*
TR 12:45-2:00  ANDREW J. COHEN
Criminalization and Overcriminalization. We will focus on overcriminalization. Since we might think that the only behavior that should be criminal is behavior that exceeds the bounds of toleration, we will begin by discussing what ought and ought not to be tolerated—and how to determine that. We will then turn to overcriminalization. We will likely discuss whether there are too many criminal laws, whether criminal sentencing is too lengthy, the effects of police and prosecutorial discretion, and whether racial or ethnic (or financial and educational) backgrounds affect how our system of criminal law affects individuals and communities.

PHIL 3000: INTRO TO SEMINAR IN PHILOSOPHY-CTW*
MW 2:00-3:15  STEVE JACOBSON
Knowledge and Reality. This course focuses on topics in epistemology, metaphysics, and language. The course emphasizes critical thinking through writing. Close attention will be given to the analytical skills involved in clarifying, defending, and evaluating beliefs and arguments.

PHIL 3010: ORIGINS OF WESTERN PHILOSOPHY*
MW 11-12:15  ANNE FARRELL
Western philosophy has its roots in the ancient Mediterranean world. We will examine the works of philosophers from the 6th century BC through the 2nd century AD. We will begin with the pre-Socratic philosophers, whose questions about the nature of reality gave rise to the first scientific investigations and eventually to philosophy. We’ll then move on to study Plato and Aristotle. After that we’ll enter into the Hellenistic period. Here we will consider the metaphysics, theory of knowledge and the ethics of the Epicureans and the Stoics, including the Stoics’ attempt to find a criterion of certain knowledge.

PHIL 3020: EARLY MODERN PHILOSOPHY*
TR 11:00-12:15  STEVE JACOBSON
This lecture/discussion course typically covers Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant on such issues as the mind/body problem, God, religion, and the rise of science, the problems of induction and the external World, the problem free will and determinism, and the problem of evil.

PHIL 3060: EXISTENTIALISM*
TR 11:00-12:15  SEBASTIAN RAND
Existentialism is a modern rarity: a philosophical movement that unfolded in popular culture. Its proponents were playwrights, essayists, filmmakers, journalists, novelists and guerrilla fighters – along with a professor or two. But what kind of philosophy did they produce, beyond a fashionable nihilism? What are the existen
tialists telling us about who we are and what we do? How did their reflections contribute to the development of social critique? And how, or why, did existentialism, with its very European-looking origins, became a point of contact between the European tradition and 20th-century movements in Africana philosophy and Asian philosophy?

PHIL 3330: MIND AND BRAIN*
MW 3:30-4:45  ED COX
This course will cover topics having to do with sex and love. The first part of the course, we will consider moral issues related to sex, love and marriage. Then we will consider what kind of legal marriage, if any, the state ought to recognize. In the next part of the course, we will discuss parental love and childrearing as we consider how best to understand children’s rights and parental obligations. Finally, we will consider recent work on the ethics of sell
ing sex, of the neuroenhancement of love, of robot sex and of preconception gender selection.

PHIL 3710: SEX AND LOVE*
MW 11:00-12:15  KINGA GOLUS
This course is a philosophical examination of topics having to do with sex and love. In the first part of the course, we will consider moral issues related to sex, love and marriage. Then we will consider what kind of legal marriage, if any, the state ought to recognize. In the next part of the course, we will discuss parental love and childrearing as we consider how best to understand children’s rights and parental obligations. Finally, we will consider recent work on the ethics of sell
ing sex, of the neuroenhancement of love, of robot sex and of preconception gender selection.

PHIL 3730: BUSINESS ETHICS
Two sections: MW 12:30-1:45; TR 2:15-3:30  STAFF
This course is intended to strengthen students’ ability to isolate ethical aspects of business theories and practices; to provide conceptual tools for evaluating those practices with respect to contemporary issues and enduring problems in domestic and international business; to acquaint students with major ethical perspectives and current management theories in order to provide a foundation for negotiating those problems or similar problems when they arise in students’ own working lives. This applied ethics course will increase students’ power to discern when businesses face ethical questions and how to approach decisions to them.

PHIL 3810: INTRO TO PHILOSOPHY, POLITICS, AND ECONOMICS*
TR 11:00-12:15  ANDREW J. COHEN
We will use tools from philosophy, political science, and economics to analyze moral and political issues. We will delve into ongoing debates about the nature of good political and economic institutions, as well as the policies and practices best suited for creating and sustaining them. In particular, we will discuss the moral status of property and markets (and whether some sales ought to be prohibited), the nature of distributive justice, liberty and paternalism, and the use of economic models to understand the behavior of voters and policymakers. 3810 is the Gateway course for the PPE concentration in the BIS major.

PHIL 3855: TOPICS IN POLITICAL THEORY
MW 12:00-1:15  PETER LINDSAY
Classical and Early Modern Political Philosophy. Classical political philosophers were concerned with large questions: Why should people obey political author-

ity? What is the purpose of a state? What distinguishes a good state from a bad one? What is a good person? What role should the state play in making a person good? While their answers were sometimes shocking to our ears, their perspectives continue to inform and enlighten us. The first sections of the course will focus on two thinkers no college student should miss: Plato and Aristotle. The final section will examine the early modern reply: Hobbes’ vision of a world with no peace, no purpose, and, ultimately, little chance for survival.
All 4000-level philosophy classes have a pre-requisite of one 2000- or 3000-level philosophy class.
However, we strongly encourage students to take Phil 3000 (Intro Seminar in Philosophy) before taking 4000-level courses.

PHIL 4010: PLATO*  
TR 12:45-2:00  TIM O'KEEFE
In this course we will look at Plato's metaphysics, moral psychology, epistemology, ethics, and political philosophy. We will also examine the unity of Plato's thought (or lack thereof)—that is, can the positions put forward in various dialogues be reconciled with one another and made consistent, or not? In addition, we'll explore methodological challenges posed by Plato's use of the dialogue form and literary genres like eschatological myths. We will most likely be looking at the following dialogues: Euthyphro, Apology, Protagoras, Gorgias, Citophon, Republic, Theaetetus, (small portions of the) Timaeus and Laws, and the Symposium.

PHIL 4090: TOPICS IN CONTINENTAL PHILOSOPHY*  
TR 9:30-10:45  SEBASTIAN RAND
The Destruction of Experience. Does modern life involve a kind of experience different from the kind people used to have? Is there something wrong with the kind of experience we have now? Is it only a remnant or reminder of a true experience long since inaccessible, and even unintelligible, to us? In the 1930s, Benjamin argued that modern life exhibited a "poverty of experience;" in the 1970s Agamben radicalized this theme, claiming that modern culture "expropriates" genuine experience entirely. We will read Benjamin, Agamben, and related works (Montaigne, Hegel, Blanchot, Arendt, and others), asking what "experience" means and what its destruction might consist in.

PHIL 4100: EPISTEMOLOGY*  
MW 11:00-12:15  STEVE JACOBSON
The course covers various classical and contemporary topics in epistemology. These may include—the analysis of the concept of knowledge, the problems of the external world, other minds, induction, the Gettier problem, skepticism, foundationalism, coherentism, naturalism, reliabilism, the internalist/externalist debate, contextualism, relativism, and social constructivism.

PHIL 4150: TOPICS IN EPISTEMOLOGY  
MW 2:00-3:15  KINGA GOLUS
Virtue Epistemology and Education. This course examines the character traits required for good thinking and learning (intellectual virtues). First we examine several theories of intellectual virtue. Then we apply those theories by asking: What do we tend to associate with good thinking and learning? A person can be knowledgeable and gifted while having intellectual vices—hastiness, laziness, arrogance, closed-mindedness—that prevent her from thinking or learning well. These considerations suggest that beyond natural cognitive abilities, good thinking and learning have a character-based dimension, involving intellectual virtues like carefulness, perseverance, honesty, and thoroughness. Finally, we will ask how can such qualities be taught.

PHIL 4330: PHILOSOPHY OF MIND*  
MW 9:30-10:45  DAN WEISKOPF
In this course we will investigate some central philosophical questions about the mind. These include: Is the mind something nonphysical? If it is physical, is it anything over and above the brain? How are nonhuman minds different from ours? How do conscious sensations and experiences arise from unconscious matter? Can we have a science of conscious experience? How is the mind integrated with the world outside the brain and body? In addition, we will investigate the nature of everyday mental states such as belief, desire, imagination, and dreams. Finally, we will consider problems of mental disorder and defining the self.

PHIL 4340: PHILOSOPHY AND COGNITIVE SCIENCE*  
TR 7:15-8:30  NEIL VAN LEEUWEN
How is information organized in the mind/brain? This course explores the idea of modularity, which holds that the mind/brain is organized into specialized systems, each with different content domains and processing. Some hold, for example, that the senses—hearing, vision, etc.—involve separate modules, as Jerry Fodor argues in The Modularity of Mind. But other potential examples would be the various intuitive systems in the mind/brain that process other sorts of information: intuitive physics, intuitive biology, and intuitive psychology. Thus, the goals of the course are to understand modularity, to explore its theoretical applications, and to evaluate those applications.

PHIL 4760: ETHICS AND CONTEMPORARY PUBLIC POLICY*  
TR 2:00-3:15  ANDREW I. COHEN
This course studies philosophical frameworks for understanding some leading controversies in public policy. Themes change each year; previous ones include: issues in religious freedom and free expression, animal rights, immigration, sexual privacy, gender norms, educational opportunity, and many others. Course is also a platform for preparing for the (optional) southeastern Regional Ethics Bowl, where teams compete in assessing a set of several cases distributed in advance. Course features plenty of discussion, presentations, "mock" bowls, a term paper, and some smaller assignments.

PHIL 4820: PHILOSOPHY OF LAW*  
TR 2:15-3:30  ANDREW ALTMAN
This course will examine issues of race and racism in U.S. law. The topics will include: slavery and the Constitution, the Jim Crow system, the Civil Rights Movement, and Black Lives Matter. Readings will be taken from legal cases and the works of such prominent black thinkers and activists as David Walker, Frederick Douglass, Martin Luther King, Jr., and Malcolm X.

PHIL 4830: PHILOSOPHY OF ART*  
TR 3:45-5:00  JESSICA BERRY
What is art? Who's qualified to say? Does art "mean" anything, and if so, how? Are moral and aesthetic values mutually dependent, or mutually exclusive? We will take on these questions and others in this course, by engaging the most prominent contemporary thinkers who have had anything to say about them. We will focus on objects that defy neat characterization and, in addition to institutions, definitions, and theories, we will think about beauty, forgery, authenticity, exploitation, mass production, graffiti, gore, kitsch, craft, ephemera, form, function, design, and taste—both good and bad.

PHIL 4900: ISSUES IN PHILOSOPHY  
TBA  EYAL AHARONI
Cognitive Psychology. This course explores human cognition and the science of the mind. We will study the mental and neurobiological processes involved in everyday experiences such as perception, memory, language, problem solving, and decision-making.

PHIL 4960: INTERNSHIP  
TBA  CHRISTIE HARTLEY
Contact instructor for details at chartley@gsu.edu