

PHILOSOPHY GRADUATE COURSES

PHIL 6030: STOICISM MW 2:00-3:15 ALLISON PIÑEROS GLASSCOCK

What's the secret to true happiness? According to the ancient Stoics, it's self-mastery. Happiness lies in controlling your impulses and in doing the right thing. This answer has seemed shocking to some and enticing to others. Even today Stoicism is promoted as a powerful self-help tool. This course will take a critical look at Stoic ethics. We'll investigate arguments for and against the key features of the Stoic account of the good life. We'll explore how Stoic views about the nature of knowledge and the world influenced that account. Finally, we'll ask whether popular culture gets the Stoics right.

PHIL 6300: METAPHYSICS MW 9:30-10:45 ED COX

This course will survey questions about the nature of reality such as the existence of God, freedom of the will, causation, possible worlds, the nature of material objects and persons and the possibility of persistence of these things over time. Why is there something rather than nothing? Are we ever responsible for the things we do? What, if anything, makes you the same person over time?

PHIL 6340: PHILOSOPHY & COGNITIVE SCIENCE TR 2:15-3:30 NEIL VAN LEEUWEN

How is information organized in the mind/brain? We'll explore the thesis known as modularity, which holds that the mind/brain is organized into separate specialized systems, each with different processing principles and domains of information. One might hold, for example, that the sense modalities--hearing, vision, etc.--are processed by separate modules, as Jerry Fodor argues. But there are other examples. Theorists have argued that there are separate intuitive "folk" systems in the mind/brain for processing different sorts of information: folk physics, folk biology, and folk psychology, most prominently. Some hold, for example, that intuitive folk physics operates independently of our conscious theories about the physical world. Thus, the goals of the course are (1) to understand the respective modularity theses, (2) to explore the evidence for them, and (3) to evaluate their merits.

PHIL 6740: ADVANCED BIOMEDICAL ETHICS TR 11:00-12:15 LAUREN O'DELL

Dive deeper into the complex terrain of biomedical ethics as we explore intricate moral dilemmas at the intersection of medicine, life, and death. With a focused lens on clinical conceptions of death, this course will critique the evolving definition of death and address the ethical implications of organ transplantation, end-of-life decision-making, and emerging medical technologies. We will analyze case studies, ethical theories, and medical practices, both historic and contemporary, so as to develop practical frameworks for ethical decision-making in the clinical setting and further our understanding of what it means to have a good death.

PHIL 6860: FEMINIST PHILOSOPHY MW 11:00-12:15 CHRISTIE HARTLEY

Feminists claim that women are oppressed and that justice requires that this be addressed. They agree about little else. This course is an advanced introduction to some central concepts and problems in feminist philosophy. Topics to be covered include the nature of oppression and structural injustice, the idea of intersectionality, the metaphysics of gender, views about the source(s) of women's oppression, and misogyny.

PHIL 8030: SEMINAR IN ANCIENT PHILOSOPHY FRI 9:30-12:00 TIM O'KEEFE

Ancient Ethics. This course will focus on some of the ethical theories of the Ancient Greeks and Romans: Plato, Aristotle, the Epicureans, the Stoics, and Pyrrhonian skeptics. We will examine how these thinkers address the following sorts of questions: what is happiness (eudaimonia), and how does one achieve it? How does happiness relate to human nature? What is the place of other people and of friendship in a happy life? What is the relationship between happiness and virtue? What attitude should we take toward death?

PHIL 8330: SEMINAR IN PHILOSOPHY OF MIND THURS 4:30-7:00 JUAN PIÑEROS GLASSCOCK

Practical Representations. An increasingly influential view holds that our practical lives are predicated on distinctively practical representations. We shall explore this proposal, beginning with Anscombe's classic Intention, and culminating with cutting-edge work by authors like Pacherie, Peacocke, Paul, Pavese, and Wu, many of whom integrate neuroscientific findings to advance philosophical proposals. Central questions may include: Are there in fact distinctively practical representations? What makes them so? Are there different kinds (motoric, conscious, conceptual, etc.)? If so, how are they related, and what are their distinguishing features (vehicles, format, functional role, etc.)?

PHIL 8810: SEMINAR IN SOCIAL AND POLITICAL PHILOSOPHY **TUES 4:30-7:00** **S. M. LOVE**

Capitalism and Freedom. Does capitalism make us free? Different accounts of freedom and understandings of capitalism will yield widely varying answers to this question. Through this course, students will develop a familiarity with conceptions of political freedom. In addition, they will understand the shape of the debate between those who argue that freedom requires capitalism on the one hand and those that argue that capitalism violates freedom on the other. Beyond mastering the thought of the authors we study, students will develop their own views on the compatibility of freedom and capitalism.

PHIL 8855: SEMINAR IN POLITICAL THEORY **MON 12:30-3:00** **PETER LINDSAY**

Modern Political Philosophy. This course looks at the major political works of Machiavelli, Locke, Rousseau, J. S. Mill and Marx. In so doing, it examines the questions that inform much of modern thinking: Why should people obey political authority? What is the purpose of a state? What are its legitimate powers? What distinguishes a good state from a bad one? In looking at how each of these thinkers answers these questions, students will consider what distinguishes good answers from bad ones, and, ultimately, the answers that they themselves would defend.

PHIL 8970: TEACHING PHILOSOPHY **W 4:45-6:15 PM** **HEATHER PHILLIPS**

This course prepares graduate students to become Instructors of Record (GTAs) of Philosophy 1010 – Critical Thinking and, possibly, PHIL 2010 – Intro to Philosophy or PHIL 2030 – Intro to Ethics. Essential tasks and activities of teaching a core course will be covered and discussed, as well as what makes a good syllabus, technology policies, and other issues of pedagogy. We will discuss myriad administrative and formal elements of teaching as well as how to handle various in-class situations. During the course, students will begin to prepare the materials needed to teach one's own classes in the summer or fall, such as a syllabus, lesson plans, and iCollege course pages.

PHIL 8980: TEACHING PHILOSOPHY PRACTICUM **M 4:45-6:15 PM** **HEATHER PHILLIPS**

This course continues to develop graduate students' skills as Instructors of Record (GTAs) and supports them while they are teaching. Essential tasks and activities of teaching will be covered and discussed, as well as practical tips and training concerning other issues of pedagogy. We, also, will discuss various administrative aspects of teaching, as well as difficult situations such as how to handle cases of academic dishonesty or disruptive students.