Term: Spring 2021  
Course Title: Philosophical Inquiry  
Course No.: 1800  
Section Time: 01  
Instructor: Treanor  
Core Area: Philosophical Inquiry  
Flag: none

Course Description:

All Philosophical Inquiry classes are designed to introduce students to the philosophical fields of metaphysics and epistemology. This class will engage these subjects with particular attention to “American philosophy,” which in this case means the philosophical traditions arising from American Transcendentalism (Emerson, Thoreau) and running through to Pragmatism (Peirce, James).

This class will engage some particularly difficult and elliptical philosophical material, and will be writing intensive. The professor is committed to working closely with students who are themselves committed to engaging and grappling with the material; however, if you are looking for an easy class in which you are spoon-fed lectures that you can transcribe, memorize, and regurgitate for a good grade, you will probably want to pass on this particular class.

*Note, this class meets at 0750 (Los Angeles time). If you are not a morning person, or are not the kind of person who can reasonably force yourself to resemble a morning person for a semester, you are really going to have a problem with this class.*

Learning Outcomes: Students who apply themselves will:

**Become critical readers.** The successful student will develop the ability to read a philosophical text in a manner that penetrates beyond the surface meaning to grasp the subtleties and significance of a given reading. The goal is to read charitably (the thinkers we are reading are all intelligent persons and if you think, “that’s crazy,” chances are you have not understood the point) and critically (once you have understood the point by charitably reading a philosopher, it is time to ask yourself if the philosopher in question is in fact right).

**Become clear, analytical writers.** If your writing cannot clearly express what you think, it may be the case that what you think is not that clear. Certainly this will be the impression you give those who read your work. Successful students will be able to make a case for a substantial philosophical claim in a manner that is clear, grammatically correct, logically valid and forcefully argued.

**Become thoughtful participants in discussion.** Successful students will develop the skill of thoughtful oral participation based on careful reading and preparation of the texts. This skill is an essential step toward one of the ultimate goals of a liberal arts education: the ability to engage in informed and reasonable dialogue with others.
Become familiar with several important philosophical problems, understand their significance as problems, grasp their contemporary applicability, and address the validity of possible solutions in all three ways listed above. The thinkers we are reading in this class address important philosophical problems that have significant contemporary import. The successful student will become familiar with the questions these philosophers ask and the answers they offer.

Required Texts (subject to change):

If you have the wherewithal, I urge you to support your local, independent, brick-and-mortar bookstore when order these, or any other, books. If you are uncertain about where to start, here in Los Angeles, Vroman’s is one of the last holdouts.

This semester we will be reading together the following texts. Completing each day's reading prior to class is a necessary part of class preparation and bringing your copy of the text to class is necessary part of class participation.

- William James, *The Will to Believe* (Dover), ISBN: 0-486-20291-7
- Other texts as assigned by the professor.

While these texts are in the public domain and available online, I suggest you to purchase a physical copy of these texts. Why? First, because, a variety of studies suggest that reading from a physical book leads to better engagement with the material and better retention of the content. Thus, you are likely to get more out of the class by purchasing and reading from a physical book. Second, each of these works is a legitimate American classic, and deserving of a place on your shelf. Third, many of these books can be found used but in very good condition, which will both save you money and save a tree.

Course Work/Expectations (subject to change):

- Seminar Contributions (in Zoom and on Discussion Board): 15%
- Text Reflections: 15%
- First Essay: 15%
- Second Essay: 25%
- Final Examination: 20%
Term: Spring 2021
Course Title: Philosophical Inquiry
Course Number: Phil 1800 02
Section: MWF 8:00 – 9:00 a.m
Instructor: Dr. Yves Vendé
Core area: Philosophical Inquiry

Course Description:
This course introduces students to the various modes of philosophical inquiry and to the philosophical questions that are central to humanistic education. It explores the following topics:

• The nature of philosophy (philosophy as a discourse and/or as a way of life) and its classical themes in metaphysics (the study of reality) and epistemology (the study of knowing).

• The nature of the human person (what does it means to be or to become a human; what does language signify, and how can we handle its different uses? What is the role of rituals and readings classics, and how can we fruitfully relate to these “traditional tools” in a multicultural context?).

This course follows the historical development of philosophic traditions both in Ancient Greece and Ancient China and their different modes of philosophical inquiry in light of the Catholic intellectual tradition. The last phase of the class shows how Ancient thinkers in different contexts answer in similar and dissimilar ways to philosophical problems.

Students Learning Outcomes
By the end of this course, students will be able to:
• Describe fundamental philosophical practices.
• Identify metaphysical (what is reality?), and epistemological (what is knowledge?) questions in ancient Greek and Chinese texts.
• Compare and judge the relevance of various proposed answers to these questions by considering both historical context and logical consistency.
• Formulate perspectives in the discussion for the actualization of these answers.
• Demonstrate philosophical writing competency by developing critical and reflective essays.
• Develop an appreciation for philosophical self-reflection.

Prerequisites/recommended Background: None.

Required Texts:
a. Readings in Ancient Greek Philosophy From Thales to Aristotle by S. Marc Cohen, Patricia Curd, and C.D.C. Reeve (Eds.) Hackett.

Course work/Expectations:
Class Contribution (10%); Forums on Brightspace (10%); Group project (15%); Quizzes (20%); 3 Writing Assignments (25%); Final Essay (20%).
Term: Spring 2021

Course Title: Philosophical Inquiry

Course Number: PHIL 1800

Section Times/Days: 03 – MWF 8:00 – 9:00 a.m.
07 – MWF 11:00 – 12:00 p.m.

Instructor: Dr. Michael Patzia

Core Area: Foundations: Philosophical Inquiry

Course Description/Principle Topics:

As the title indicates, this course is an introduction into the nature of philosophy and philosophical inquiry. Although we will be taking a somewhat historical and chronological path on our journey, our primary focus will be on two very fundamental philosophical topics: metaphysics (the study of the nature of reality) and epistemology (the study of the nature and scope of knowledge). We will interact with a handful of original texts from a few of the most famous philosophers and influential thinkers in history and examine how they framed and dealt with these two main topics (among others) and formed ways of thinking about ourselves and our world. We will also spend a good deal of time specifically addressing the metaphysical issue of what it means to be a human being with supposedly distinct bodies and minds. In other words, what is the nature of our human nature as opposed to other kinds of nature or natures? The ultimate hope for this course is that we will be stimulated toward further philosophical reflection.

I realize that most of you probably do not know what philosophy is yet and you are simply taking this course to get a requirement “out of the way.” While I will be unable to persuade all of you to become philosophy majors or minors, I hope to be able to convince you that this class will be extremely beneficial to you for the reminder of your academic, professional and personal lives. The world needs you to become philosophers—thoughtful examiners, intellectual explorers, critical thinkers, assumption questioners and child-like wonderers—no matter what you do and where you go in life. You will also find that if you apply yourself to this course you will develop and/or improve skills (thinking, reading, writing,) that will be invaluable for your future. In fact, many companies are looking for people with philosophical backgrounds, but that’s another story that I am happy to talk with you about if you are so inclined.

Student Learning Outcomes:

By the conclusion of this course, students should ideally …
--develop an appreciation of the importance of philosophy and philosophical self-reflection.
--be willing and able to question some of their own assumptions and the assumptions of others in a charitable and thoughtful manner.
--develop a sense of the historical development of philosophical problems and the different modes of philosophic inquiry in light of the Catholic intellectual tradition.
--construct a cold-fusion device using only rudimentary garden implements. (okay, not really, but that would be awesome)
--learn to be more critical and intentional readers, thinkers, writers and communicators as we analyze philosophic texts and articulate and examine key questions.

Prerequisites/Recommended Background:

None

Required Texts:


Class Handouts

Course Work/Expectations:

- **Quizzes (40%)**: In order to assure that you attend synchronous class periods and come prepared, you should expect regular quizzes that you will be required to take on Brightspace within the first 10-12 minutes of scheduled class time. There will be no make-up quizzes allowed for those who are tardy or absent. Quizzes will be primarily objective in nature and will be based on the reading assignment due for that class period as well as the previous class discussion. Your two lowest quiz scores will be dropped. For most class periods we will closely examine the primary text that has been assigned for that day. Therefore, it is very important that you have your book with you during class.
- **Questions and Essays (20%)**: You will have several writing assignments throughout the semester that will be based on the readings and class discussions.
- **Paper (20%)**: A position paper on Plato’s *Republic*, will be assigned.
- **Final Exam (20%)**
Term: Spring 2021  
Course Title: Philosophical Inquiry  
Course No.: PHIL 1800  
Section Time: 04 – MWF 9:30-10:30  
9 – MWF 11:00-12:00  
Instructor: Brad Elliott Stone  
Core Area: FPHI: Philosophical Inquiry  
Flag:  

Course Description:  
This course introduces students to several key questions in philosophy, presented from a global perspective: (1) Do we have a self? (2) What role does race and gender play in the selves that we have? (3) Does God exist? (4) What is the nature of reality? (5) Is knowledge attainable? (6) What constitutes knowledge? (7) What is an ideal government?  

Students will also learn key methods of philosophical inquiry: dialogue, treatise, meditation, quaestio, and narrative.  

Learning Outcomes:  
Students will:  

**KNOW**  
key issues and questions in philosophy (with corresponding positions)  
the variety of methods of philosophical inquiry  

**BE ABLE TO**  
read carefully, think critically, and write clearly  
articulate one’s own philosophical position charitably and knowledgeably  

**VALUE**  
humanity in its beautiful complexity  
arguments over opinions  
good arguments over bad ones  

Required Texts (subject to change):  
Max Hallman, *Traversing Philosophical Boundaries, 4th ed.* (Wadsworth)  
We will definitely be using the book, so make sure to buy it.  

Course Work/Expectations:  
Daily reading and written responses  
Midterm Exams  
Midterm Paper  
Final Exam  
Final Paper
Term: Spring 2021  
Course Title: Philosophical Inquiry  
Course No.: PHIL 1800  
Instructor: KOVACS  
Core Area: Philosophy  
Flag:  

Course Description:  
This course introduces students to the study of Western Philosophy. The course is divided into four parts: 1) Logic, 2) a survey of Western Philosophy (from Socrates to Wittgenstein), 3) issues frequently labeled “metaphysical” (including philosophy of religion), and 4) epistemology (the study of the question “What is knowledge?”)  

Learning Outcomes:  
Students will:  

1. Learn some facts about the history of philosophy appropriate for anyone with a degree from a Jesuit university.  
2. Learn some strategies for thinking about philosophical questions.  
3. Learn to speak and write clearly about complicated philosophical ideas.  
4. Have a firm understanding of the distinction between logical validity and soundness.  

Required Texts (subject to change):  
Logic: A Very Short Introduction by Graham Priest  
Ancient Philosophy: A Very Short Introduction by Julia Annas  
Medieval Philosophy: A Very Short Introduction by John Marenbon  
Analytic Philosophy: A Very Short Introduction by Michael Beaney  
Knowledge: A Very Short Introduction by Jennifer Nagel  

Course Work/Expectations:  
Asynchronous: Students will watch 2 to 3 Lecture Videos a week, each one between 15 and 30 minutes in length.  
Synchronous: Students will participate at least once a week in small discussion sections.  
Synchronous: Students will schedule individual meetings with the professor throughout the semester.  
There will be exams and papers, the nature of which will be discussed in class.  
BrightSpace will not be utilized in any way for this course. Students will receive detailed checklists every Sunday detailing what work should be done in the following week.
Term: Spring 2021
Course Title: Philosophical Inquiry
Course No.: PHIL 1800 06
Section Time: T/TH 9:50-11:20 am
Instructor: Timothy Shanahan, Ph.D.
Core Area: FPHI
Flag: n/a

Course Description:
This course introduces students to philosophical inquiry and to the great philosophical questions that are central to a humanistic education in the Catholic intellectual tradition. Specific topics may include truth, reality, skepticism, persons, AI, minds, time, free will, and the meaning of life.

Learning Outcomes:
Through diligent completion of the learning activities in this course, students will:

❖ develop an appreciation for philosophic self-reflection
❖ know the classical themes in metaphysics (the study of reality) and epistemology (the study of knowing) in relation to the study of the human person
❖ develop a sense of the historical development of philosophic problems and the different modes of philosophic inquiry in light of the Catholic intellectual tradition
❖ learn to analyze philosophic texts critically and to clearly articulate questions, ideas, and arguments in discussion and writing

Required Texts (subject to change):
(2) Feature films; additional readings posted on Brightspace.

Prerequisites/Recommended Background:
Introductory level. No prerequisites.

Course Work/Expectations:
Contributions to Class Discussions
Frequent Reading & Viewing Quizzes
Frequent Short Writing Assignments
Comprehensive Final Exam

Comments:
Successful completion of this 4-unit course satisfies the Philosophical Inquiry requirement in the LMU Core Curriculum. Doing well in this course will require a substantial commitment of time and effort. Be prepared to be academically challenged and to do some serious thinking!
TERM: Spring 2021

COURSE TITLE: Philosophical Inquiry

COURSE NUMBER: PHIL 1800

SECTION TIMES/DAYS:

10 MWF – 11:00 a.m. – 12:00 p.m.
13 MWF – 12:30 p.m. – 1:30 p.m.
17 MWF – 2:00 p.m. – 3:00 p.m.

CORE AREA: Foundations: Philosophical Inquiry

INSTRUCTOR: Mr. Hugh William Blake

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course is an introductory exploration of some of the fundamental issues of philosophy. Following a historical narrative the class will revolve around key metaphysical, epistemological and ethical questions – such as, *What is the soul? What is the self? What is knowledge? What is the good life?* – engaging and evaluating the ways in which several of the most influential thinkers in the Western Philosophical Tradition have addressed them.

STUDENT LEARNING OUTCOMES

Through successful completion of this course students should be able to:

- Identify the major thinkers covered and their methods of philosophical inquiry.
- Read critically, being able to identify, engage and evaluate arguments.
- Write clearly and precisely, demonstrating the ability to logically structure their thoughts.
- Begin to identify and articulate their personal views on human existence and living the good life.

PREREQUISITES/RECOMMENDED BACKGROUND

The course has no prerequisites and students are not assumed to have any prior familiarity with philosophy.

REQUIRED TEXTS (subject to change)

- West & West, *Four Texts on Socrates (Euthyphro, Apology, Crito, Clouds)*
- Descartes, *Discourse on Method and Meditations on First Philosophy*
- Sternberg, *Are You a Machine?*
  * Supplemental reading materials will be posted to BrightSpace

COURSE WORK/EXPECTATIONS

Completion of all coursework, regular attendance, and classroom participation based upon a careful reading of the required texts is expected of all students.

- 10 “Weekly” Quizzes
- 2 Papers (5-6 pages)
• Cumulative Final Examination
Term: Spring 2021
Course Title: Philosophical Inquiry
Course No.: 1800-11
Section Time: 11-12pm
Instructor: Dermott J. Walsh
Core Area: 
Flag:

Course Description:
This course will introduce students to issues surrounding the evolution of the history of philosophy, in particular the role of Asian and African philosophy and its interaction with European models of philosophy.

This course is divided into four parts: Part one concerns issues surrounding definitions of philosophy; in particular, we will focus on how European philosophers attempted to define philosophy in specific ways in order to exclude philosophers from other traditions. Part two will examine how the current philosophical canon, still commonly used in most American universities, was created based on the definitions discussed in Part one. Parts three and four will introduce students to key non-European models of Philosophy – including Japanese philosophy (Kyoto school), Buddhist and Daoist philosophy, African philosophy, pre-Christian Celtic philosophy etc.

Learning Outcomes:

Students will:
i. Learn to critically assess different definitions of philosophy
ii. Learn to critically assess differing conceptions of how the history of philosophy is interpreted and (re-) created according.
iii. Students will learn to critically interpret the philosophical and political implications of canon creation in philosophy
iv. Students will learn to assess and interpret non-European methods of philosophy and will learn the key cultural and philosophical backgrounds which frame these philosophical traditions.

Required Texts (subject to change):
All reading material will be posted as a PDF on Brightspace. Texts students may wish to consult before taking this class include:

i. Philosophy of Race: Naomi Zack
ii. Africa, Asia and the History of Philosophy: Racism in the Creation of the Philosophical Canon1780-1830; Peter K.J. Park
iii. Philosophers of Nothingness: James Heisig

Course Work/Expectations:
Students will be assessed primarily via short research essays and a final research project.
Term: Spring, 2021

Course Title: Philosophical Inquiry

Course Number: PHIL 1800

Section Times/Days: #12 TTh 11:50am-1:20pm; #17 TTh 1:50pm-3:20pm

Instructor: Fr. Kenneth Rudnick, S.J.

Course Description/Principle Topics:

This course is structured around three intertwined sets of topics: the nature of human nature; happiness and human flourishing; and the scientific account of human nature. We will examine central texts from the Western philosophical tradition from Plato, Aristotle, Aquinas, to modernity – Descartes, Hume, Nietzsche, Sartre, Skinner, Wilson. We will then compare these with more recent findings in science. Such an ambitious task requires a spectrum of reading from the Socratics to more contemporary Sociobiology.

Student Learning Outcomes:

-- To identify and evaluate the central themes, major ideas, and significant issues of each philosopher;

--To demonstrate proficiency in written analyses of the philosophical issues and be able to integrate these, critically and reflectively, in a coherent essay

Prerequisites/Recommended Background:

None

Required Texts:

*Thirteen Theories of Human Nature*, 7th edition, L. Stevenson & D. Haberman, Oxford University Press, 2018

Course Work/Expectations:

The course will consist of a series of written papers and tests.
Term: Spring 2021

Philosophy 1800 15 & 19

Section Day/Times:  
15 – TR 1:50 – 3:20 p.m.  
19 – TR 3:50 – 5:20 p.m.

Professor Rob Allison  
rallison@lmu.edu

Foundations: Philosophical Inquiry

Course Description

An introductory exploration of central questions and interpretations of human existence, ranging from Plato to the Buddha, from Darwin to Freud. Our aim will be to understand the ideas of a given system of thought and the way that those ideas manifest themselves within a given society.

Finally, we will explore the practical (yes, practical) advantages of engaging in the study of philosophy.

Course Goals and Learning Outcomes

First Goal: To gain an understanding of the importance of the history of philosophy.

1. Describe and understand the difference between philosophy and other related disciplines such as law and theology.
2. Describe and understand the general principles of the major historical philosophic theories.
3. Describe and understand how the major historical theories would treat philosophic problems.

Second Goal: To Improve critical thinking and reading skills.

4. Evaluate the soundness of philosophic arguments.
5. Identify the assumptions and principles being used in a philosophic argument.
6. Describe and understand how one philosophic theory would reply to the objections of another.
7. Apply relevant philosophic principles to current moral dilemmas.

Third Goal: To Communicate more effectively both orally and in writing.

8. Demonstrate the ability to argue for a conclusion in a debate environment.
10. Write more concisely and persuasively.

Required Course Materials

TBA
Term: Spring 2021

Course Title: Philosophical Inquiry

Course No.: PHIL 1800 16 & 26

Section Time: 16 – TR 1:50 – 3:20 p.m.
26 – R 6:30-9:30 p.m.

Instructor: Dr. Mark Bernier

Core Area: Foundations – Philosophical Inquiry

Flag:

Course Description:

This course focuses on the nature of philosophical inquiry, primarily in the areas of human existence, knowledge, and reality. We will explore fundamental questions and enduring puzzles such as the existence of God, personal identity, the human soul, and the nature of the material world. The exploration will follow a historical trajectory, from ancient Greek thought, to the Medieval period, and the early modern period (the scientific revolution).

Learning Outcomes:

By the successful completion of this course, students should:
- develop an appreciation for philosophy, both as a discipline, and an activity of self-reflection
- develop a sense of the historical development of philosophical problems
- to understand (and appreciate) central texts in the history of philosophy
- improve critical thinking skills, in reading, writing, and discussion
- improve one's critical thinking skills with regard to one's own beliefs and assumptions

Required Texts:


Course Work/Expectations:

- Three exams
- Final essay
- Participation
Philosophy is a comprehensive and reflective discipline. The other sciences and disciplines pursue specific knowledge of the various dimensions of existence – physics, chemistry, biology, neurology, psychology, sociology, economics, political science, anthropology, history, theology. The meanings and values pursued by these disciplines differ from one another, but they are all pursuits of meaning and value. Philosophy seeks the most general knowledge of existence as a whole by reflecting upon and understanding ourselves as seekers of meaning and value. Philosophy is the serious effort to come to know and take possession of ourselves as seekers of meaning and value. This knowledge of ourselves as seekers of meaning and value in everything we do is what is meant by wisdom. The point of doing philosophy, then, is to acquire wisdom, and the point to acquiring wisdom is to discover how we should live in order to fulfill ourselves and achieve happiness.

The first half of the course will be devoted to reflecting upon ourselves as seeking of meaning and value. In the second half we’ll explore the relationship of the various dimensions of our pursuit of meaning and value to the pursuit of happiness.

REQUIRED TEXT:


Selected Philosophical Readings will be posted on Brightspace.

LEARNING OUTCOMES

By the end of the semester students will:

- Understand the nature of philosophical self-knowledge and its relevance to everyday living;
- Be familiar with the basic questions with which philosophers are concerned;
- Understand what it means to take possession of oneself in a basic way;
- Understand the difference between being intelligent, reasonable, and responsible and, on the other hand, being unintelligent, unreasonable, and irresponsible;
- Understand the relationship between philosophical self-knowledge and the pursuit of happiness;
- Be able to demonstrate competence in philosophical reflection and the ability to reflect philosophically on one’s own living.

COURSEWORK/EXPECTATIONS

This course is conducted fully asynchronously online.
- Participation: Responding to the Weekly Discussion Questions
- Five Quizzes on the Readings
- Two Examinations
- A Writing Assignment
COURSE DESCRIPTION

SELF-KNOWLEDGE AND THE PURSUIT OF HAPPINESS

Philosophy is a comprehensive and reflective discipline. The other sciences and disciplines pursue specific knowledge of the various dimensions of existence – physics, chemistry, biology, neurology, psychology, sociology, economics, political science, anthropology, history, theology. The meanings and values pursued by these disciplines differ from one another, but they are all pursuits of meaning and value. Philosophy seeks the most general knowledge of existence as a whole by reflecting upon and understanding ourselves as seekers of meaning and value. Philosophy is the serious effort to come to know and take possession of ourselves as seekers of meaning and value. This knowledge of ourselves as seekers of meaning and value in everything we do is what is meant by wisdom. The point of doing philosophy, then, is to acquire wisdom, and the point to acquiring wisdom is to discover how we should live in order to fulfill ourselves and achieve happiness. The first half of the course will be devoted to reflecting upon ourselves as seeking of meaning and value. In the second half we’ll explore the relationship of the various dimensions of our pursuit of meaning and value to the pursuit of happiness.

REQUIRED TEXT:

M. D. Morelli, *Self-Possession: Being at Home in Conscious Performance* [Los Angeles: Encanto Editions, 2nd Edition only, 2019]. ISBN 978-0970086266. It is recommended that you order this book early from AMAZON.COM to ensure that you have it before the course begins. Selected Philosophical Readings will be posted on Brightspace.

LEARNING OUTCOMES

By the end of the semester students will:

- Understand the nature of philosophical self-knowledge and its relevance to everyday living;
- Be familiar with the basic questions with which philosophers are concerned;
- Understand what it means to take possession of oneself in a basic way;
- Understand the difference between being intelligent, reasonable, and responsible and, on the other hand, being unintelligent, unreasonable, and irresponsible;
- Understand the relationship between philosophical self-knowledge and the pursuit of happiness;
- Be able to demonstrate competence in philosophical reflection and the ability to reflect philosophically on one’s own living.

COURSEWORK/EXPECTATIONS: THIS COURSE IS ASYNCHRONOUS, WITH NARRATED POWERPOINTS.

- Participation: Responding to the Weekly Discussion Questions
- Five Quizzes on the Readings
- Two Examinations
- A Writing Assignment
Course Title: Philosophical Inquiry
Course No.: PHIL 1800-22
Section Time: 6:30PM-9:30PM
Instructor: Dr. Alexander Zambrano
Core Area: Foundations
Flag:

Course Description:

This course introduces students to western philosophy by examining several major themes and topics in metaphysics, epistemology, ethics, and the philosophy of religion. Among the topics discussed are: Does God exist? Do we have free will? Do I have a soul or am I a purely material being? What is knowledge? Is it possible to know anything with certainty? What is morality? Is morality objective or subjective? What makes an action right or wrong?

Learning Outcomes:

Students will:
1. Develop a nuanced understanding of the major issues in western philosophy.
2. Make progress in the fine art of identifying, analyzing and criticizing arguments, and the framework of thought and analysis that supports them.
3. Demonstrate an ability to defend a philosophical position or argument.
4. Gain the ability to effectively read philosophical texts and to restate, paraphrase, and reconstruct theories, positions, and arguments from these texts.

Required Texts (subject to change):

No required texts. All the readings for this course will be provided for free by the instructor on Brightspace.

Course Work/Expectations:

Students will have weekly reading and will be required to submit answers to short reading questions once a week. Students will be required to take a written midterm and a final, as well as complete two short essays.
Term: Spring 2021
Course Title: Philosophical Inquiry
Course No.: 1800 23 & 2523
Section Time: 23 – TR 3:50 - 5:20 p.m.
25 – TR 6:10 - 7:35 p.m.
Instructor: Joshua Kulmac Butler
Core Area: Foundations: Philosophical Inquiry
Flag: N/A

Course Description:
An introduction to the nature of philosophy and why philosophy is considered the love of wisdom. Included are philosophical questions, major thinkers, and the methodology involved in philosophical inquiry. Primary topics covered will include sources of knowledge, human nature, and how to live. The primary sub-disciplines covered will be metaphysics and epistemology. The overarching focus of the course will be how to acquire knowledge.

Learning Outcomes:
Students will:
Develop the intellectual curiosity that is representative of philosophical inquiry
Develop the intellectual rigor that is required for philosophical inquiry
Understand the nature of philosophy, as a discipline and as a lifestyle
Develop techniques for analyzing and evaluating issues and arguments
Write and express yourself clearly and coherently, with well-supported claims

Required Texts (subject to change):
Additional Sources: Other readings will be posted to the course Brightspace page

Course Work/Expectations (subject to change):
4 Short Reflections
3 Research Papers (incl. proposals)
5 Tests (essay questions)
Participation (via Zoom or message boards)
*This course will be roughly half-half synchronous-asynchronous
*Expect an average of 10-12 hours/week total (incl. class-time)
**Term:** Spring 2021  
**Course Title:** Logic  
**Course Number:** PHIL 2010  
**Section Times/Days:** 01 – MWF 12:30 – 1:30 p.m.  
**Instructor:** Dr. Michael Patzia  
**Flag:** Quantitative Literacy

**Course Description/Principle Topics:**

A course in elementary modern logic, including the logic of truth functions and quantification theory, and their application to arguments in ordinary English.

**Student Learning Outcomes:**

Designed to help students with reasoning processes. Students will be introduced to the analysis of arguments, including such topics as the uses of language, definitions, fallacies, and the rules of valid deductive inference in syllogistic arguments.

**Prerequisites/Recommended Background:**

None

**Required Texts:**


**Course Work/Expectations:**

TBD
TERM: Spring, 2021

COURSE TITLE: Ethics

COURSE NUMBER: Phil 3100

SECTION: DAY/TIME: Sec 01 Tues/Thurs 7:50am-9:20am

INSTRUCTOR: Fr. Kenneth Rudnick, SJ

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This basic course in Ethics and Justice contains two primary aspects. The first aspect devotes itself to the exploration of the major ethical theories, their origin, tradition, and development. This aspect of our study will include ethical concepts, the nature and scope of values, related problems, and the “language of ethics”, all of which are supplemented by readings from the history of moral philosophy. Close attention will be given to justice as it is addressed in the ethical theories, especially issues of social justice.

The second aspect of the course is an application of moral concepts and theories to contemporary moral issues and problems. The legal and political ramifications of ethical decisions will be openly discussed.

STUDENT LEARNING OUTCOMES:

The student should be able to:

- Demonstrate mastery of each ethical theory and be able to apply each theory, critically and analytically, to contemporary issues
- Master and apply the language of ethics in order to understand its major principles and concepts
- Recognize moral arguments
- Resolve some moral dilemmas
- Use critical thinking and writing skills in understanding and analyzing the reading

PREREQUISITES/RECOMMENDED BACKGROUND: Phil 1800 (Phil Inquiry)


COURSE WORK/EXPECTATIONS:

Throughout the semester there will be a series of quizzes, reading questions, tests, papers, and discussion.
Term: Spring 2021  
Course Title: Ethics  
Course No.: PHIL 3100-02  
Section Time: 8:00AM-9:00AM  
Instructor: Dr. Alexander Zambrano  
Core Area: Ethics and Justice  
Flag:  

Course Description:

How should we live? In pursuit of answering this question, this course explores foundational areas of ethics, including metaethics, normative ethics, and applied ethics. Students will rigorously examine and discuss such topics as relativism and objectivism in ethics, the major normative theories such as Utilitarianism, Kantian Deontology, and Virtue Ethics, as well as several applied topics such as abortion, affirmative action, and the ethics of eating animals for food.

Learning Outcomes:

Students will:
1. Develop a nuanced understanding of the major issues in philosophical ethics.

2. Make progress in the fine art of identifying, analyzing and criticizing arguments, and the framework of thought and analysis that supports them.

3. Gain competence in philosophical writing, which involves, at a minimum, the ability to clearly express abstract and complex ideas, and charitably consider and answer various objections to one’s position or argument.

4. Draw connections between ethical theory and real-life scenarios while developing the ability to critically analyze such scenarios with rigorous ethical reasoning.

Required Texts (subject to change):


Course Work/Expectations:

Students will take a midterm and final exam and will be required to write 2 shorter papers plus a final paper. Students will also be expected to participate heavily in class discussions, as much of the course will be based on our discussions of the readings.
Course Description:
This course will follow the historical development of ethical problems and their answers in both Ancient Greece (Plato and Aristotle) and Ancient China (Classical Confucianism and Daoism) in light of the Catholic intellectual tradition. This course explores the following topics:

- What is a good life? (is there a purpose in life and what is it?). How to achieve such a good life?
- How to build up the moral character, i.e to become able to make decisions, through exercises of self-cultivation, performing rituals, and reading Classics?
- How to relate fruitfully to multiple traditions (Classics, rituals, practices) and use them to structure our choices in a multicultural context?
- How does building a moral character involve an interaction with a community? (different types of love, senses of responsibility and justice…developed by each tradition).

Students will learn about the vocabulary and reasoning that has shaped Western and Chinese traditions, and will reflect on how these ideas may be relevant to their own perspectives.

Students Learning Outcomes
By the end of this course, students will be able to:

- Identify ethical questions in ancient Greek and Chinese texts.
- Compare and judge the relevance of various proposed answers to these questions by considering both historical context and logical consistency.
- Apply Ancient resources or theories to concrete examples.
- Demonstrate philosophical writing competency by developing critical and reflective essays.
- Develop an appreciation for philosophical self-reflection.

Prerequisites/recommended Background:
PHIL 1800: Philosophical Inquiry or the equivalent.

Required Texts:
a. Readings in Ancient Greek Philosophy From Thales to Aristotle by S. Marc Cohen, Patricia Curd, and C.D.C. Reeve (Eds.) Hackett.

Course work/Expectations:
Class Contribution (10%); Forums on Brightspace (10%); Group project (15%); Quizzes (20%); 3 Writing Assignments (25%); Final Essay (20%).
Term: Fall 2020

Course No. & Section:  PHIL 3100 Sec. 04; Sec. 06; Sec. 12

Course Title: Ethics

Instructor: Dr. Joshua Mason

Course Description (principal topics covered):
This course covers the main theories of normative ethics, including virtue ethics, deontology, utilitarianism, and care ethics. We will read classic works by great philosophers to explore the foundations of moral judgments. Students will reflect on the modern world and on the bases of their own ethical ideals.

This section covers the main traditions of western ethics—virtue theory, deontology, and consequentialism—as well as some alternatives including amoralism, care ethics, and Confucian ethics. Students will learn about the vocabulary and reasoning that has shaped these traditions, and will reflect on how these ideas are relevant to their own lives.

Prerequisites/Recommended Background:
PHIL 1800 recommended

Required Texts/References:
Course Handouts

Course Work/Expectations:
Regular Attendance
Discussion Questions
Presentation
Short Paper
Final Paper
3 Exams
Term: Spring 2021  
Course Title: Ethics  
Course No.: 3100 05  
Section Time: TR 9:50-11:20 AM  
Instructor: Joshua Kulmac Butler  
Core Area: Integrations: Ethics and Justice  
Flag: N/A  

Course Description:  
An exploration of the primary theories in normative ethics, with an emphasis on utilitarianism, deontology, and virtue ethics. Select topics in meta-ethics and applied ethics will also be covered. Included are philosophical questions, major thinkers, and the methodologies involved in ethical reflection. Some topics covered will include what makes an action morally right or wrong, what makes a person morally praiseworthy or blameworthy, what are the grounds for ethical decision making, and how to apply theories in specific instances.  

Learning Outcomes:  
Students will:  
- Develop the ability to personally reflect on their ethical beliefs, actions, and character  
- Develop the intellectual rigor and curiosity that are required for philosophical inquiry  
- Understand the primary normative theories and their relationship to meta-ethics and applied ethics  
- Develop techniques for analyzing and evaluating issues and arguments  
- Write and express yourself clearly and coherently, with well-supported claims  

Required Texts (subject to change):  

Course Work/Expectations (subject to change):  
- 5 Short Reflections  
- 3 Research Papers (incl. proposals)  
- 3 Tests (essay questions)  
- 1 Presentation  
- Participation (via Zoom or message boards)  
  *This course will be roughly half-half synchronous-asynchronous*  
  *Expect an average of 10-12 hours/week total (incl. class-time)*
TERM: Spring 2021

COURSE TITLE: Ethics

COURSE NUMBER: PHIL 3100 - 08

SECTION DAYS/TIMES: TR 11:50 – 1:20 p.m.

INSTRUCTOR: Dr. Jason Baehr

CORE AREA: Integrations: Ethics and Justice

FLAGS: None

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course will explore some of the major philosophical theories concerning what is ultimately good and right, including utilitarianism, deontology, and virtue ethics (special attention will be paid to the latter). In doing so it will address such questions as: What ultimately makes actions right or wrong? What is the nature of the good life? How should we live? How should we be?

STUDENT LEARNING OUTCOMES

Students completing this course will:

1. Develop an understanding of several major philosophical theories concerning what is ultimately good and right and why.
2. Hone their reading, writing, and reasoning skills.
3. Be challenged to practice and grow in the virtues of good thinking and learning (e.g. curiosity, open-mindedness, intellectual humility, and intellectual courage).

PREREQUISITES/RECOMMENDED BACKGROUND

PHIL 1800: Philosophical Inquiry or the equivalent recommended

REQUIRED TEXTS

4. Additional readings uploaded to Brightspace

COURSE WORK/EXPECTATIONS

Grades will be determined on the basis of a combination of attendance/class participation, reading quizzes, a midterm and final exam, and shorter and longer argumentative papers.
TERM: Spring 2021

COURSE TITLE: Ethics

COURSE NUMBER: PHIL 3100 09 (CATH 3100 03)

SECTION TIMES/DAYS: MWF 12:30 p.m. - 1:30 p.m.

INSTRUCTOR: Dr. Virgil Martin Nemoianu

CORE AREA: Integrations: Ethics and Justice

FLAGS: None

COURSE DESCRIPTION/PRINCIPAL TOPICS
What is the criterion of right and wrong? What is the supreme principle of morality? What is the human good? What is the basis for a system of value? This course will examine four major approaches to ethics (utilitarianism, deontology, eudaemonism, and natural law), as they arise in the work of four philosophers (Mill, Kant, Aristotle, and Lewis), in order to consider the implications of these approaches for the life of the human person.

STUDENT LEARNING OUTCOMES
Students completing this course will:
- Understand a range of methods for addressing central questions in ethics.
- Learn to read carefully, think critically, and write clearly.
- Come to value philosophical reflection, both in itself and as a means of developing reasoned views about themselves and the world.

PREREQUISITES/RECOMMENDED BACKGROUND
PHIL 1800: Philosophical Inquiry or the equivalent recommended

REQUIRED TEXTS

COURSE WORK/EXPECTATIONS
Four Essays
Final Examination
Attendance and Participation
Shorter assignments and quizzes, to be given at the instructor’s discretion
Ethics (PHIL 3100) Course Description

TERM: Spring 2021
COURSE TITLE: Ethics
COURSE NUMBER: PHIL 3100 10
SECTION TIMES/DAYS: MW 2-3:30pm
INSTRUCTOR: Dr. Carissa Phillips-Garrett
CORE AREA: Ethics and Justice
FLAGS: Writing; Oral Communication

COURSE DESCRIPTION/PRINCIPAL TOPICS
Two central questions of philosophy include what sort of life I ought to choose and what sort of person I ought to be. In this course, we will ask this question by considering what it means to live a full and good life, one that is full of meaning and the pursuit of what is truly valuable. Among the specific questions we will explore include:

- Is ethics universal? Can judgments of value transcend taste and cultural preference?
- What is a good life for a human being consist in?
- How can we develop our ethical character?
- What is the relationship between meaning and morality?
- What are the central moral considerations I ought to take into consideration when making decisions in my everyday life?
- How do I resolve conflicts between different ethical principles or choices between different goods?
- What provides justification for following the demands of morality?

STUDENT LEARNING OUTCOMES
(1) Reading texts and listening to one another in a carefully, charitable, and critical way.
(2) Engaging both the texts and one another in conversations that seek to understand and analyze the philosophical claims and conclusions.
(3) Understanding how to develop philosophical questions and arguments.
(4) Examining how ethical considerations relate to your own ethical reasons, views, and decisions.
(5) Thinking carefully about and then practicing the habits that help you develop ethically.

PREREQUISITES/RECOMMENDED BACKGROUND
This section is specifically designed for Philosophy majors and minors, so declaration of major or minor in philosophy is required and junior or senior standing is recommended. PHIL 198: Philosophical Inquiry or the equivalent recommended, along with at least one other philosophy course.

REQUIRED TEXTS
TBA

COURSE WORK/EXPECTATIONS
attendance and class participation, short writing assignments and quizzes, papers, oral presentation, final exam
Term: Spring 2021  
Course Title: Ethics  
Course No.: PHIL 3100-13  
Section Time: MW 6:10pm to 7:35pm  
Instructor: Rev. Dr. Brian Reedy, SJ  
Core Area: Ethics and Justice  
Flag:  

Course Description:  

Being able to distinguish between right and wrong, and then having the moral fortitude to consistently choose what is right, or even best, is the central competency that allows people to engage effectively in social life, that helps them navigate the difficult decisions that arise while striving for goals, and that distinguishes a happy and fulfilled life. This course will explore the four primary ethical theories that are at play in contemporary American society. We will analyze the Rational Utilitarianism of John Stuart Mill, the Sentimentalist Utilitarianism of David Hume, the Deontological Conception of morality proposed by Immanuel Kant, and the Virtue Theory proposed by Aristotle. We will explore how each of these systems functions, its strengths and weaknesses, its presumed anthropology, and apply the principles therein to specific practical issues like military applications, gender and racial relationships, and political discourse.  

Learning Outcomes:  

Students will:  

• Learn to use different reading modes, hermeneutical tools, and critical approaches to the primary texts that inform ethical discourse in the English language.  
• Understand and be able to practically apply four different modes of ethical reasoning.  
• Be able to identify the strengths and weaknesses of each of the four modes learned.  
• Understand the anthropological assumptions at play in the four ethical systems.  
• Develop analytical, critical, and reflective writing skills.  
• At the end of the course each student will be able to express more clearly how they define good and bad behavior, what modes of ethical reasoning they find most useful and persuasive, and which modes they find fit or adjust their ethical intuitions.  

Required Texts (subject to change):  

• Immanuel Kant, Grounding for the metaphysics of Morals, Hackett Pub. Co., 1993  
• Aristotle, The Nicomachean Ethics, Oxford World’s Classics, 2009  

Course Work/Expectations:  

A 4-unit course must average a minimum of 12 hours per week and total of 180 hours of work per semester. This implies one hour of classroom instruction and three hours of out of class work weekly for each course unit. Students should be prepared to spend outside of class an average of nine hours weekly on class-related learning activities (movies, reading, writing, roll plays).
Term: Spring 2021

Course Title: Ethics

Course No.: PHIL 3100 13

Section Time: 13 – T 6:30 – 9:30 p.m.

Instructor: Dr. Mark Bernier

Core Area: Integrations: Ethics and Justice

Flag:

Course Description:

Ethics is the branch of philosophy concerned with “the good life” – a broad area of study which attempts to understand moral reasoning and action, virtue, duty, what it is to live “the good life.” The philosophical study of ethics, then, is relevant to shaping the questions we must ask, and the answers we must consider, in determining how we should live. In this class we will focus on the themes of happiness, meaning, and the ethical life, as the fundamental areas of human concern. Through our study (ranging from ancient Greek thought to more contemporary authors) we will draw out various issues central to an ethical inquiry into the nature of the good life.

Learning Outcomes:

By the successful completion of this course, students should:
- develop an appreciation for philosophy, both as a discipline, and an activity of self-reflection
- develop an understanding of the historical development of philosophical problems
- to understand (and appreciate) central texts in the history of philosophy
- improve critical thinking skills, in reading, writing, and discussion
- improve one's critical thinking skills with regard to one's own beliefs and assumptions

Required Texts:


Course Work/Expectations:

- Three exams
- Final essay
- Participation
Term: Spring 2021

Course Title: Ethics

Course Number: PHIL 3100

Section Times/Days: 04 – MWF 9:30 – 10:30 a.m.
07 – MWF 11:00 – 12:00 p.m.
11 – MWF 2:00 – 3:00 p.m.

Instructor: Prof. Rachel Waterstradt

Core Area: Integrations: Ethics and Justice

Course Description/Principle Topics:

Please contact the faculty member directly at rwaterstradt@lmu.edu for course information.

Student Learning Outcomes:

Prerequisites/Recommended Background:

None

Required Texts:

Course Work/Expectations:
Term: Spring 2021
Philosophy 3105.01
Section Day/Time: TR 9:50 – 11:20 a.m.
Professor Rob Allison
rallison@lmu.edu
Integrations: Ethics and Justice

Course Description

Please contact the faculty member directly at Robert.Allison@lmu.edu for course information.

Course Goals and Learning Outcomes

Required Course Materials
TBA
Ethics of Love and Marriage
PHIL 3105
Instructor: Dr. Christopher Kaczor, Professor of Philosophy
Office Hours: University Hall 3747 Tuesday and Thursday 9:00-12:00
Contact information: ckaczor@lmu.edu 310-338-5170
http://myweb.lmu.edu/ckaczor/

Course description:
This course offers students a chance to reflect on their identities in terms of how they seek happiness and provides a series of perspectives on marriage from ancient, medieval, and contemporary sources in light of the Roman Catholic intellectual tradition. This course is cross listed with Catholic studies and will address various topics through a Catholic lens of the capability of faith and reason. Among the questions addressed in the course: What is happiness? What is erotic love? What is friendship? Do practices such as abortion, premarital sex, cohabitation, and in vitro fertilization (ultimately) lead to greater happiness and marital fulfillment? What is the difference between a covenant marriage and a contract marriage? Finally, practices which impede happiness in marriage will be discussed and practical, empirically based insights will be offered that, when practiced, strengthen marital (or any) relationships.

Learning Objectives:
Successful students at the end of this course will have an understanding of:
1) various meanings of the word 'love' including *eros*, *philia*, and *agape*
2) rival levels of happiness and practices that enhance happiness
3) arguments for and against various practices, including abortion, sex outside of marriage, and IVF
4) the distinction between marriage as a covenant, comprehensive union vs. as a contract, incomplete union
5) Empirical evidence about practices that enhance or undermine marriage, as well as human well being generally

Required Texts:
Plus e-reserve readings on Blackboard

The Grade. Final grades will be calculated by taking into account performance in the following four areas:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Ten Quizzes (3 points each)</td>
<td>30 pts</td>
</tr>
<tr>
<td>Papers #1 &amp; #4 (2 x 5)</td>
<td>10 pts</td>
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<tr>
<td>Papers #2 &amp; #3 (2x20)</td>
<td>40 pts</td>
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<tr>
<td>Final Exam</td>
<td>20 pts</td>
</tr>
<tr>
<td>Total</td>
<td>100 pts</td>
</tr>
</tbody>
</table>
Term: Spring, 2021
Course Title: Science and Engineering Ethics
Course No.: PHIL 3115 01
Section Time: TR 1:50 – 3:20 p.m.
Instructor: P. Chmielewski, S.J.
Core Area: Ethics and Justice

Course Description:

The course treats ethics for professionals in the examination of:
-- climate change,
-- the global development of technology,
-- genetic modification,
and
-- internet and social media.

Learning Outcomes:

Each student will have the opportunity to learn:
• about practical judgment, especially in the context of varied and changing cultures;
• how to approach the ethical analysis of cases involved engineering and science projects;
• how to assess the historical and social circumstances of a project;
• how to weigh the significance of technological achievements;
• how to present his/her own independent assessment; and
• how to assess his/her own skills and talents as contributing to the common good.

Required Texts (subject to change):


Course Work/Expectations:

Four brief reflection papers.
Two graded office reading summaries.
Two brief film question and answer sheets.
Class presentation.
Professional interview and report.
Contributions to an online discussion board.
Term: Spring 2021  
Course Title: Media Ethics  
Course No.: PHIL 3125-01  
Section Time: W 6:30-9:30 pm  
Instructor: Wenner  
Core Area: Integrations: Ethics and Justice  
Flag: None

Course Description:
Media Ethics is an online research and writing intensive course that explores the moral and ethical challenges of professionals working in the media and communication industries and the propriety of their impacts on cultural and moral sensibilities. Anchored in foundational philosophical theories of ethical reasoning, the course provides strategies for the student to assess ethical dilemmas in and social impacts of business and creative decisions in film, television, popular music, news, public relations, and advertising professions. As such, this course connects and explores the tensions of a dialogue between the philosophical study of ethics and the study of the implementation and impact of media in contemporary society.

Learning Outcomes:
Students will: be able to: (1) explain, compare, and evaluate the strengths and weaknesses of foundational ethical theories (utility, duty, virtue, care, justice), (2) apply ethical theories to moral reasoning in the evaluation of proprious action in case studies of ethical problems in contemporary media where seemingly incompatible arguments about ethical norms are evident, (3) evaluate the pressures on individual action in the contemporary media environment and engage in rational reflection on how these pressures affect the ability of media professionals to strive for ethical propriety, virtue, and justice in a competitive marketplace, (4) reflect upon the challenges and solutions for media to be used towards the common good in democracy and culture and for media professionals to become “men and women for others,” and (5) explain how an interdisciplinary dialogue between the philosophical study of ethics and the study of the implementation and impact of media in contemporary society is essential to collective decision-making about policy that will advance the role of media to serve the common good.

Required Texts (subject to change):

Course Work/Expectations:
Most work is done independently by students asynchronously outside of virtual class discussions via Zoom. This includes readings, viewing online video documentaries, video mini-lectures, and posting discussion board comments via Brightspace. Students, broken down into three (approximately)10-person groups, meet each week for a one hour discussion via Zoom (during the scheduled course time) with the Professor to discuss reactions and pose questions concerning the previous week’s material. 80% of the course grade is based on five short research papers (students have the option to “do-over” one of the five papers) and 20% on class participation (based on Zoom discussion participation and on discussion board postings).
Term: Spring 2021  
Course Title: Medieval Philosophy  
Course No.: PHIL 3520  
Section Time: M&W, 4:00pm-5:30pm  
Instructor: Catherine Peters  
Core Area: Integrations: Faith and Reason  
Flag: N/A

Course Description:

This course is an introduction to the development of philosophical thought between the 9th and 14th century. We will consider varying answers to fundamental philosophical questions. Figures and questions that we will investigate include: Augustine (Theory of Illumination & Argument for God), Anselm (Ontological Argument), Avicenna, Averroes, Moses Maimonides (Faith & Reason, Divine Knowledge), Thomas Aquinas (Philosophical Anthropology, Epistemology, Natural Theology, Analogy), Scotus (Nominalism), Ockham (Voluntarism). The purpose of this course is to familiarize you with the method, terminology, and teachings of this period in order to advance and enrich our own philosophical endeavors. Course fulfills LMU “Faith & Reason” integration requirement.

Learning Outcomes:

• Demonstrate knowledge of key concepts, problems, major arguments, terminology, and methods of Medieval Philosophy.
• Develop a habit of engaging with others in respectful debate.
• Employ critical thinking in the evaluation and implementation of philosophical concepts.
• Evaluate the personal and social responsibilities of living in a diverse world in light of our philosophical history, with particular concern for how medieval thought might assist us in fulfilling these responsibilities.
• Understand the relation of theology (faith) and philosophy (reason) in the medieval period.

Required Texts (subject to change):

• Etienne Gilson, *History of Christian Philosophy in the Middle Ages*. E-book available from LMU library; you may use this or purchase a printed copy online.
• Samuel Stumpf & James Fieser, *Socrates to Sartre and Beyond*, 8th or 7th edition. A copy is available in the LMU library, where you can read or copy/scan assigned readings for the day.
• All other texts will be provided by the instructor in PDF on Brightspace.

Course Work/Expectations:

1. Attendance & Participation + Office Hours 10%
2. Précis 20%
3. Paper 20%
4. Midterm Exam 25%
5. Final Exam 25%
COURSE TITLE: The Meditative Gaze: Dao and Film
COURSE NUMBER: Phil. 3535 & FTVS 4707.1

INSTRUCTOR: Robin Wang & Sue Scheibler

CORE AREA (IF APPLICABLE): IINC, LWRT

FLAGS (IF APPLICABLE):

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course brings two distinctive disciplines, philosophy and film theory together into a coherent discourse. The focus of the class is on the philosophical question most often posed as the mind-body problem and the various ways that media texts have addressed and articulated this issue, specifically through the adoption of a meditative gaze as a philosophically charged stylistic approach. Using Daoist philosophical texts as a foundation for understanding the questions, students will use these texts to think through the ways that film and television have engaged these questions cinematically; that is, through the formal elements of film language (editing, camera, lighting, and sound). During the course, students will apply what they are learning about the specificities of the cinematic medium to arrive at a definition of the meditative gaze and the ways that this gaze theorizes the relationship between mind and body.

STUDENT LEARNING OUTCOMES

By the end of this course students will know and understand:
The fundamental concepts of mind and body as expressed in Daoist philosophical texts
The basic elements of film’s formal language (editing, camera, sound) as well as the basic theoretical approaches employed in film analysis (Marxist cultural studies, psychoanalysis, phenomenology, continental philosophy, and semiotics)
The difference between reading a media text formally and analytically and using it to illustrate an idea
The various ways that philosophers have thought about cinema as a way of doing philosophy, especially philosophers arguing for thinking about film as a form of philosophy
The various ways that scholars have applied Daoist principles to media texts

PREREQUISITES/RECOMMENDED BACKGROUND

None

REQUIRED TEXTS

Daodejing, Translated with illuminating explanation by Hans-Georg Moeller, (Open Court, 2007).
Zhuangzi, translated by Brook Ziporyn (Hackett, 2008).
Reader for Film
COURSE WORK/EXPECTATIONS

Two papers
Final exam
Research project
Class participations
Term: Spring 2021

Course Title: Modern Philosophy II

Course Number: PHIL 3540

Section Times/Days: TR 9:40 - 11:10 am

Instructor: Dr. Marcela Garcia-Romero

Email: mgarcia@lmu.edu

Course Description:
This course is an introduction to Kantian and post-Kantian philosophy, the tradition known as “German idealism”. This period between the late 18th and early 19th centuries is often called “classical German philosophy” to indicate a golden age rather than underline a certain doctrine or orientation. The richness and intensity of this period’s philosophical discussion can perhaps only be compared to that of classical Athens. Post-Kantian philosophers were aware of living at the dawn of a new era. Kant’s critique of reason had initiated a true revolution of thought, which had to be expanded to all other areas of human endeavor. However, German idealists soon came into tension with Kantian philosophy because they emphasize the unity of practical and theoretical reason, of nature and freedom, and also the historical development of reason itself. Post-Kantian philosophy flourished in the tension generated by the attempt to be faithful to the spirit of Kant while aiming to radicalize his project and develop criticism into a system.

We will start by tackling the Critique of Pure Reason together: Kant’s masterpiece, and one of the greatest works in the history of Western philosophy. Then we will follow the development of post-Kantian philosophy through careful reading of texts by Fichte, Schelling and Hegel. These texts are famously difficult, but indispensable to understand the development of modern and contemporary philosophy. We will follow the controversies and discuss the philosophical issues at the center of German idealism. The course will encourage you to develop a writing habit as a tool for reflection, argumentation and thought development.

Course Learning Outcomes:
Through hard work and completion of the different assignments, by the end of the course students will:
- carefully read and discuss some of the important texts in this tradition
-understand the historical development of classical German philosophy through its main concepts and debates
-improve their critical analysis of philosophical texts and arguments
-improve their oral and written argumentation skill
-develop their own philosophical understanding of questions and arguments debated in this tradition
-recognize the value of developing a writing habit

Readings:
<table>
<thead>
<tr>
<th>Session topic</th>
<th>Text to be discussed</th>
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<tbody>
<tr>
<td>Introduction to the course</td>
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<tr>
<td>Introduction to Kant</td>
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<tr>
<td>The problem of Metaphysics and the Copernican revolution</td>
<td>Kant, <em>Critique of pure reason</em>, Preface (A vii-xiii; B vii-xxx)</td>
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<tr>
<td>Kant</td>
<td></td>
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<tr>
<td>Synthetic judgments a priori</td>
<td>Kant, <em>Critique of pure reason</em>, B Introduction (B 1 – B 30)</td>
</tr>
<tr>
<td>Kant</td>
<td></td>
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<tr>
<td>Transcendental Aesthetic: Space</td>
<td>Kant, <em>Critique of pure reason</em>, Transcendental Aesthetic (B 33 – B 46)</td>
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<td>Kant</td>
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<tr>
<td>Transcendental Aesthetic: Time</td>
<td>Kant, <em>Critique of pure reason</em>, Transcendental Aesthetic (B 47 – B 73)</td>
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<tr>
<td>Kant</td>
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<tr>
<td>Introduction to Transcendental Analytic</td>
<td>Kant, <em>Critique of pure reason</em>, Transcendental Analytic (B 74-82; B 87-88; B 90-95)</td>
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<tr>
<td>Kant</td>
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<tr>
<td>Metaphysical Deduction of Categories</td>
<td>Kant, <em>Critique of pure reason</em>, Transcendental Analytic (B 102-107; B116-129)</td>
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<tr>
<td>Kant</td>
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<tr>
<td>Transcendental Deduction of Categories</td>
<td>Kant, <em>Critique of pure reason</em>, Transcendental Analytic (B 129-152, &quot;on pp. 245-257 of Cambridge edition&quot;)</td>
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<tr>
<td>Kant</td>
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<tr>
<td>Transcendental Deduction: The problem of self-knowledge</td>
<td>Kant, <em>Critique of pure reason</em>, Transcendental Analytic (B 152-169; B 422-432)</td>
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<tr>
<td>Kant</td>
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<tr>
<td>Analogies of experience</td>
<td>Kant, <em>Critique of pure reason</em>, Transcendental Analytic B224; B232-239; B246-247; B255-256</td>
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<tr>
<td>Kant</td>
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<tr>
<td>Dialectic: Antinomies</td>
<td>Kant, <em>Critique of pure reason</em>, Transcendental Dialectic B 350-355; B 432-435; B 449-453; B 472-479</td>
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<td>Kant</td>
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<tr>
<td>Dialectic: Critique of the ontological argument</td>
<td>Kant, <em>Critique of pure reason</em>, Transcendental Dialectic B620-630</td>
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<tr>
<td>Kant</td>
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<tr>
<td>Critique of Practical Reason</td>
<td>Kant, <em>Critique of Judgment</em>, Introduction AA 5:171-198 (See Text selection pdf on Brightspace)</td>
</tr>
<tr>
<td>Kant</td>
<td></td>
</tr>
<tr>
<td>Critique of Judgment</td>
<td>Fichte, <em>First Introduction to the Doctrine of Science</em> (See pdf on Brightspace) Pages: I 421-435; I 440-445 (Skip Section 6).</td>
</tr>
<tr>
<td>Fichte Introduction</td>
<td></td>
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<tr>
<td>Fichte vs Kant</td>
<td>Fichte, <em>Foundations of the Doctrine of Science</em> § 1; Attempt at New Exposition of the Doctrine of Science, Chapter 1 (See Text selection pdfs on Brightspace)</td>
</tr>
<tr>
<td>Schelling vs Kant: the absolute I</td>
<td>Schelling, <em>On the I</em>, Preface and §§ 1-4 (See Text selection pdf on Brightspace)</td>
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</tbody>
</table>
Course Texts

Recommended Background
It is advisable to take this course after taking at least one other History of Philosophy course.

Coursework
(a) Course contribution (attendance, participation and debates) – 20%
(b) Regular writing practice (journal and Brightspace posts) – 20%
(c) Two Essays – 20%
(d) Two Exams – 40%
Term: Spring 2021
Course Title: Augustine
Course Number: PHIL 3712 01/CATH 3712 01
Section Days/Times: TR 7:50-9:20 a.m.
Instructor: Dr. Eric Perl
Core attribute: Integrations: Faith and Reason
Flag: Quantitative Reasoning

“If only it were all so simple! If only there were evil people somewhere insidiously committing evil deeds, and it were necessary only to separate them from the rest of us and destroy them. But the line dividing good and evil cuts through the heart of every human being. And who is willing to destroy a piece of his own heart?”

--Aleksandr Solzhenitsyn

Course Description/Principal Topics

Careful examination of central philosophical and theological themes in the thought of St. Augustine of Hippo, including interiority; self and God; beauty; truth; unity and number; lust, pride, and curiosity; free will; the problem of evil; eternity and time. The focus of the course will be primarily but not exclusively on the earlier, more strictly philosophical phases of Augustine’s thought. Texts to be studied include selections from Confessions; On Order; On the Teacher; Of True Religion; On Free Will; On the Trinity.

Student Learning Outcomes

Students should expect to:

Enrich their appreciation for the beauty of the world.
Learn to seek God within the depths of the self.
Deepen their understanding of human evil.
Grasp the meaning of eternity as distinct from everlasting duration.

Prerequisites/Recommended Background

None

Required texts

Augustine, Confessions, tr. Sheed (Hackett)
Augustine, Earlier Writings, ed. Burleigh (Westminster)

Course Work/Expectations

Class attendance and participation
3 short papers
2 in-class exams
Final exam
Term: Spring 2021
Course Title: Justice in the Franciscan Tradition
Course No.: PHIL 3998.01/CATH 3998.02
Section Time: MW 2:00 – 3:30
Instructor: Sr. Mary Beth Ingham, CSJ
Core Area: Ethics and Justice
Flag: Integrations

Course Description: This core integrations online course in Ethics and Justice explores the centrality of justice in the Franciscan Tradition. After becoming familiar with the life and spiritual legacy of Francis of Assisi, and against the background of classic theories of justice (Plato and Aristotle), we look at key Franciscan thinkers (philosophers and theologians) as they consider what it means to ‘act justly’ in the world. Students apply Franciscan insights and methodology to analyze one contemporary issue of their choice (taken from areas of environmental justice, economic justice, social justice) in a semester-long, sequenced writing project.

Learning Outcomes:

Students will:
1. Understand the evolution of the concept of justice from Plato and Aristotle to John Duns Scotus;
2. Explain central ethical elements required for just action: free choice, character, rational deliberation and judgment;
3. Write carefully reasoned, grammatically correct, clearly expressed reflection papers over the course of the semester;
4. Apply Franciscan insights and methodology to analyze one contemporary issue of their choice (taken from areas of environmental justice, economic justice, social justice) in a semester-long, sequenced writing project.
5. Value rigorous, respectful and informed scholarly debate/dialogue;
6. Appreciate the intimate connection between faith, reason and justice.

Required Texts (subject to change):


Course Work/Expectations:
Weekly participation in discussion boards; regular writing assignments on the readings; midterm exam; final writing project (submitted three times throughout the semester).
Term: Spring 2021
Course Title: 20th Century Catholic Philosophy
Course Number: PHIL 3998
Section Times/Days: 02 - TR 11:50 a.m. – 1:20 p.m.
Instructor: Dr. Scott Roniger
Core Attribute: Integrations: Faith and Reason

Course Description/Principle Topics:

This course will be a philosophical analysis of major movements and figures in 20th Century Catholic philosophy, especially as these figures have engaged with the achievements of the modern sciences and have developed resources for theological reflection. The chief contributions to Catholic philosophy in the previous century can be roughly divided into three categories: neo-scholastic Thomism, phenomenology, and analytic philosophy. We will utilize these three approaches to discuss three of the transcendentals: being, truth, and good.

In order to discuss being, we will read some of the leading figures in the neo-scholastic, and more specifically Thomistic, movement of Catholic philosophy. In this section, we will study, among other issues, (a) the connection between form and being, (b) final causality and modern evolutionary theory, (c) the relation between modern science, classical philosophy, and Catholic theology, and (d) philosophical arguments for the existence of God.

In order to discuss truth, we will study the work of Robert Sokolowski, a leading figure in contemporary phenomenology. We will pay special attention (a) to the nature of language and the way words shed light on being, (b) to the various kinds of truth (truth of disclosure, truth of correctness, scientific truth, and practical truth), (c) to the human person understood as an agent of truth, and (d) to the way in which scientific, philosophical, and theological truths are interlaced.

In order to discuss the good, we will read various figures from the Catholic analytic tradition. In this section, the following topics will be paramount: (a) virtue, (b) natural law, and (c) the human person as a social and political animal.

Finally, we will show how Thomistic philosophy and phenomenology can be employed to enrich Catholic theology. Thomistic metaphysics provides a foundation for systematic theology, while phenomenology can be used to develop the theology of disclosure, or the theology of manifestation. The course will show that these two forms of theological reflection, as well as the philosophies that undergird them, complement and strengthen each other. Issues to be discussed include (a) the relationship between creation and evolution, (b) the nature of the God of faith and reason, and (c) prayer.

Student Learning Outcomes:

Students will read, write, and speak about different ways to understand the interface between modern science, philosophy, and Catholic theology. Our dialogue between science, philosophy, and theology will enrich students’ pursuit of answers to the most fundamental human questions, questions concerning human nature, the place of science in human life, the nature of reality, and the existence of God. We will show how God can be discussed on the basis of human reason and on the basis of divine revelation, and how these two approaches can be
integrated. We will also show how the three philosophical approaches enable human beings to better understand their moral obligations in light of our knowledge of ourselves and of God. The texts we will read and the papers the students will write will give each student the tools and the opportunity to grapple with these questions in an intellectually mature way.

**Prerequisites/Recommended Background:**

None

**Required Texts:**

  - *Phenomenology of the Human Person*. Cambridge: Cambridge University Press, 2008. (Selections)

**Course Work/Expectations:**

- Diligent reading, course attendance, and contribution to class discussions.
- Three short papers (3-4 pages), one on each of the three major approaches to Catholic philosophy studied in the course.
- One longer essay (6-7 pages) discussing some aspect of the relationship between faith and reason.
- A written final exam.
Term: Spring 2021  
Course Title: Faith and Reason  
Course Number: PHIL 3998  
Section Times/Days: 03 - TR 3:50 – 5:20 p.m.  
Core Attribute: Integrations: Faith and Reason  
Instructor: Dr. Scott Roniger

Course Description/Principle Topics:

In this course, we will discuss the nature and integration of Christian faith and human reason. In order to shed light on this topic, we will focus on the existence, nature, and revelation of the God of both faith and reason. We will study themes such as (a) the kinds of discourse involved with Christian faith and the place of philosophy in theological discourse, (b) the connection between natural ethics and the theological virtues, and (c) the proper integration of scientific, philosophical, and theological knowledge. We will read the work of St. Augustine, St. Anselm, St. Thomas Aquinas, and Robert Sokolowski. We will discuss philosophy as a contemplative exploration of natural necessities and show how theology functions as rigorous thinking about faith and revelation, as faith seeking to understand.

Student Learning Outcomes:

This course will require us to think about how we know ourselves, the world, and God and how we act in light of that knowledge. We think and act better in the company of friends, as Aristotle says (and St. Thomas comments upon this saying), so we will grapple with these questions together as a learning community. Together we will read, discuss and write about fundamental questions and ideas in the well-founded hope that the search for truth will make us better, more complete human beings. The texts we will read and the papers the students will write will give each student the tools and the opportunity to grapple with these questions in an intellectually mature way.

Prerequisites/Recommended Background:

None

Required Texts:


Course Work/Expectations:

- Diligent reading, course attendance, and contribution to class discussions.
- Three short papers (3-4 pages)
- One longer essay (6-7 pages) discussing some aspect of the relationship between faith and reason.
- A written final exam.
PHIL 3998 – Comparative Philosophies of the Self
Loyola Marymount University
Spring 2021

Time: Tuesdays and Thursdays 3:50-5:20pm
Location: Online
Instructor: Dr. Joshua Mason, Assistant Professor of Philosophy
Office Hours: 11:30-1:00 T/TH; W 10-12 or by appointment
Office: UNH 3618
Email: joshua.mason@lmu.edu
Phone: (310) 338-2858

Course Description:
Students in this course will draw upon diverse traditions to think through the concept of selfhood. Thinking through the two disciplines of Anthropology and Philosophy, we will pursue understanding of “the self” as conceived by different cultures, and engage in self-understanding as we reflect on our own ideals of a good life. We proceed with comparison among cultural traditions, including Western Liberalism, Buddhism, Confucianism, and Latinx philosophy. Ultimately, this course asks students to explore their own culture and self-conception, and the ethical ideals that are available to such a self in the world today.

Prerequisites/Recommended Background:
Recommended: Phil 3100

Required Texts/References:

Course Work/Expectations:
Regular Attendance 5%
Discussion Questions and Class Exercises 20%
Cultural Artifact Analysis 15%
Short Papers on Self and Goods 25%
Final Paper on Self and Culture 35%
Syllabus for Phil 4720:01 Major Thinkers: Thomas Aquinas

Instructor: Dr. Christopher Kaczor, Professor of Philosophy
Class time 1:00-2:30 University Hall 3616
Office Hours: University Hall 3747  Tuesday and Thursday 8:55-10:55
Contact information: ckaczor@lmu.edu  310-338-5170
http://myweb.lmu.edu/ckaczor/

Course description:
This course will cover book one of Thomas's *Summa contra Gentiles* exploring the relationship of faith and reason, the existence of God, and God's characteristics (unity, will, intelligence, love, happiness). In addition, this course will investigate Thomas's teaching on the virtues, both theological and cardinal, via selections from the *Secunda secundae* pars of the *Summa theologiae*.

Required Texts:
Christopher Kaczor, *Thomas Aquinas on Faith, Hope, and Love*.

Student Learning Outcomes:
Students will examine Thomas's understanding of faith and reason.
Students will examine Thomas's understanding God's existence and attributes.
Students will examine Thomas's understanding of the theological virtues.
Students will examine Thomas's understanding of the cardinal virtues.
Students will learn how to engage in and promote philosophically sound dialogue concerning issues of faith and reason and ethics.

The Grade. Final grades will be calculated by taking into account performance in the following four areas:

Class Participation  ---------  10 pts.  Exams (2x15)  ---------  30 pts.
Papers (2x10)  ---------  20 pts.  Final Exam  ---------  40 pts.
Total  ---------  100 pts.
TERM: Spring 2021

COURSE TITLE: Epistemology

COURSE NUMBER: PHIL 4820 - 01

SECTION DAYS/TIMES: R 6:30 – 9:30

INSTRUCTOR: Dr. Jason Baehr

CORE AREA: Elective

FLAGS: None

COURSE DESCRIPTION/PRINCIPAL TOPICS

This is a course in contemporary epistemology (the philosophical study of knowledge) designed primarily for philosophy majors. It will approach the field via two recent and partially overlapping subfields: virtue epistemology and regulative epistemology. The course will address such questions as: What is the nature of knowledge? What are intellectual virtues? Must one manifest intellectual virtues in order to acquire knowledge? Should epistemology provide guidance for epistemic practice? If so, how might it do so? Given our many known cognitive limitations and defects (e.g. bias blind spots, disagreement among experts, unpossessed evidence), how can our beliefs about controversial topics (e.g. politics, morality, philosophy, religion) be rational? Do we need to become more “intellectually humble”? What is intellectual humility? How can it be fostered in ourselves or others?

STUDENT LEARNING OUTCOMES

Students completing this course will:

1. Develop a firm personal understanding of several of the key concepts, questions, and arguments in epistemology.
2. Hone their reading, writing, and reasoning skills.
3. Be challenged to practice and grow in the virtues of good thinking and learning (e.g. curiosity, open-mindedness, intellectual humility, and intellectual courage).

PREREQUISITES/RECOMMENDED BACKGROUND

While students need not have had any prior coursework in epistemology to take this course, students without at least one prior course in philosophy are strongly discouraged from enrolling. The course (including lectures and readings) will proceed at a reasonably high level of philosophical abstraction and technicality.

REQUIRED TEXTS
Readings will consist of a series of journal articles and book chapters. Copies of the readings will be made available by the instructor on the course website.

COURSE WORK/EXPECTATIONS

Assignments will include a combination of readings, reading quizzes, essay exams, and shorter and longer papers.
Term: Spring 2021
Course Title: 
Course No.: 
Section Time: 
Instructor: 
Core Area: 
Flag: 

Course Description:

Learning Outcomes:

Students will:
Required Texts (subject to change):

Course Work/Expectations:

Term: Spring 2021
Course Title:
Course No.:
Section Time:
Instructor:
Core Area:
Flag:

Course Description:

Learning Outcomes:

Students will:
Required Texts (subject to change):

Course Work/Expectations:
Term: Spring 2021  
Course Title: Philosophy of Mind  
Course No.: PHIL 4830 01  
Section Time: T/TH 1:50-3:20 pm  
Instructor: Timothy Shanahan, Ph.D.  
Core Area: n/a  
Flag: n/a

Course Description:

Philosophy of Mind is one of the most active, fertile, and exciting areas of contemporary philosophy. Some of the issues it concerns go back almost to the very beginning of western philosophy. What are minds? Are minds ultimately material, immaterial, or something else entirely? How are minds related to the physical world? Can minds survive death? What is free will, is it possible, and do we have it? Other issues are relatively new: What is "consciousness"? How widespread is it in the universe? Could a computer ever be conscious? What are the implications of neuroscience for understanding the nature of minds and their relation to brains? In this course we'll put our minds and/or brains together with the aim of making progress in answering such far-reaching questions.

Learning Outcomes:

Through diligent completion of the learning activities in this course, students will:

❖ Understand some of the central philosophical issues, problems, arguments, and positions in the philosophy of mind.
❖ Demonstrate written and oral competency in the analysis and critical evaluation of central philosophical issues, problems, positions, and arguments, in the philosophy of mind.
❖ Value academic study in the philosophy of mind for the insights such study may provide into the nature of minds and for its educational effect on the minds that study it.

Required Texts (subject to change):

(1) Pete Mandik (2014), This is Philosophy of Mind: An Introduction (Wiley-Blackwell).
(2) Primary source materials on Electronic Reserves (aka, ERes, via Brightspace), and online.

Prerequisites/Recommended Background:

This is an advanced upper-division Philosophy course. At least one prior Philosophy course is presumed.

Course Work/Expectations:

Contributions to Class Discussions  
Frequent Reading & Viewing Quizzes  
Frequent Short Writing Assignments  
Course Module Design Project  
Comprehensive Final Exam

This course fulfills the Contemporary Philosophy requirement for the PHIL major.
Virtue Ethics (PHIL 6180) Course Description

TERM: Spring 2021  
COURSE TITLE: Virtue Ethics  
COURSE NUMBER: PHIL 6180 01  
SECTION TIMES/DAYS: T 4-6:30pm  
INSTRUCTOR: Dr. Carissa Phillips-Garrett  
CORE AREA: None  
FLAGS: None

COURSE DESCRIPTION/PRINCIPAL TOPICS
In this course, we will examine virtue ethics as a distinctive ethical theory, along with questions about the nature of virtue. Some questions we will explore are:

(1) What is the relationship between virtue and flourishing? Are the virtues necessary for flourishing? Is it sufficient?
(2) Is the project of ethical naturalism a plausible one? To what extent does the success of Aristotelian virtue ethics depend on it?
(3) Can virtue ethics provide an adequate account of right action?
(4) On what concept of a character trait does virtue ethics rely, and does situationist psychology undermine it?
(5) What are different approaches to virtue ethics, and which (if any) provide the most compelling, coherent account?

STUDENT LEARNING OUTCOMES
Upon successful completion of this course, students will be able to:

(1) Understand and appreciate the major approaches and debates within virtue ethics.
(2) Carefully, charitably, and critically listen and analyze claims and arguments, both in reading texts and in verbal conversation.
(3) Develop understanding and skills constructing good evidence for arguments.
(4) Improve clear, precise, and concise philosophical writing.
(5) Practice presenting philosophical ideas and engaging in philosophical conversation.

PREREQUISITES/RECOMMENDED BACKGROUND  
Graduate status in Philosophy, or approval of instructor.

REQUIRED TEXTS  
TBA

COURSE WORK/EXPECTATIONS  
Short Writing, Presentation & Literature Assessment, Paper, Paper Presentation/Q&A, Paper Commentary, Participation
Term: Spring 2021

Course Title: Intellectual Intuition

Course Number: PHIL 6998 01

Section Times/Days: W 4:00 – 6:30 p.m.

Instructor: Dr. Marcela Garcia-Romero

Description:
Throughout the history of philosophy it has been debated whether human beings are capable of immediate grasping of actual reality that is not limited to sense perception. The notion of "intellectual intuition" in post-Kantian philosophy does not just mean an immediate grasp of the intelligible realm. The debate on this notion contains questions characteristic of German idealism such as: what kind of access does our capacity for knowledge have to reality, what grounds the reality of our knowledge, how are we to think of self-consciousness, how far is it possible to know ourselves, how do we cognize freedom, must we think of ourselves in relation to some absolute, are we able to overcome the limits of subjectivity, is philosophy accessible to all human beings or just to a few chosen ones. On his part, Kant uses the notion of an "intuitive understanding" or "intellectual intuition" to underline by contrast the limits of human understanding. However, in their attempt to develop the Kantian project, both Fichte and Schelling claim such a faculty for human beings. They mean to continue the project of transcendental idealism while defending a notion that Kant had clearly rejected. How does this turn come about? What does "intellectual intuition" mean for them? Is it theoretical knowledge or does it have a practical meaning? Why does Hegel demolish this attempt? Is this concept useful to overcome certain aporias of the critique of reason, or should it be rejected in the end? In the course, we will take the contentious concept of "intellectual intuition" as a guiding thread to follow the tensions and debates that characterize post-Kantian philosophy. We will together read and discuss central texts by Kant, Fichte, Hölderlin, Hegel und Schelling, in order to see the beginnings of German idealism in the conversation between these different interlocutors, and to appreciate how post-Kantian philosophy stems from some of Kant's own central insights and at the same time steps beyond them.

Learning Objectives:
Participants will
1) Expand their knowledge of Classical German Philosophy at an advanced level.
2) Think critically about the History of Philosophy from the perspective of a specific problem to solve: the metaphysical conditions of knowledge and our access to them.
4) Develop their research and writing skills at the professional level of a scholarly article
5) Develop philosophical positions of their own in dialogue with our primary and secondary sources

Primary texts (15 sessions):

Kant
1. Critique of Pure Reason, KrV B 68-72
2. KrV B 135-139 [§§ 16-18], B 159 (1781/1787)
3. KU §§ 76-77 (1790)

Fichte
4. Review of Aenesidemus (Rezension zu Aenesidemus) (1794)
5. Second Introduction to the Doctrine of Science (Zweite Einleitung in die Wissenschaftslehre) §§ 5-7 (1797)

Hölderlin
6. Judgment and Being (Urteil und Sein) (StA IV, 216)
7. Letter to Hegel, 26.1.1795

Schelling
8. On the I (Vom Ich oder über das Unbedingte im menschlichen Wissen) [§§ 1-4] (1795)
9. On the I (Vom Ich oder über das Unbedingte im menschlichen Wissen) [§§ 5-7] (1795)
10. On the I (Vom Ich oder über das Unbedingte im menschlichen Wissen) [§§ 8-9] (1795)/Letter to Hegel 4.2.1795
11. Letters on Dogmatism and Criticism (Briefe über Dogmatismus und Kritizismus) (1795), 8th Letter
12. Further Expositions (Fernere Darstellungen), 339-356 (1802)
13. Further Expositions (Fernere Darstellungen), 361-372; 376-378; 391 (“Rekapitulation”) (1802)

Hegel
14. Introduction to the Phenomenology of Spirit (Einleitung zur Phänomenologie des Geistes) (1807)

Schelling
15. Munich Lectures on "History of Modern Philosophy" (Münchner Vorlesungen zur „Geschichte der neueren Philosophie“), X 143 (1836)

Secondary Literature:
Vater, Michael 2015: ““In and of Itself Nothing Is Finite”: Schelling’s Nature (or So-called Identity) Philosophy”. In: Philosophy Faculty Research and Publications. Marquette University. 736. https://epublications.marquette.edu/phil_fac/736

Coursework:
25% *Presentation in class on one of the selected passages: present a brief summary of the arguments presented in the passage, and suggest a selection of passages to be read and discussed in our session, and a couple of open questions for discussion.
15% *Minutes of one of the sessions, focusing on the main questions discussed and the different viewpoints developed, with reference to corresponding passages in the text.
40% *An essay based on the presentation, taking up one of the main questions discussed in the corresponding text. Length: 15,000 characters (without spaces).
20% *Participation in discussion that shows you have read the texts.
Course Title: Plotinus and Proclus
Course Number: Philosophy 6998 02
Section Time: R 4:00-6:30
Instructor: Dr. Eric Perl

Course Description/Principal Topics:

The form of Platonic philosophy now called “Neoplatonism” was the mainstream of western philosophy from late antiquity through the high Middle Ages. The thought of its founder, Plotinus (205-270 CE) constitutes a profound reflection on the nature of reality, of thought, and of selfhood, all in relation to transcendence, radically conceived. This philosophy was to a large extent transmitted in the systematized form given it by Proclus (412?-485 CE), with significant developments of his own. Despite his relative obscurity today, Proclus is one of the most influential and fascinating figures in the history of philosophy, a chief source not only for medieval philosophy but also for Renaissance thought and for modern figures such as Leibniz and Hegel. This course will examine principal metaphysical themes in these two central figures of the western philosophical tradition.

Student Learning Outcomes:

Familiarity with and philosophical understanding of key ideas and arguments in Plotinus and Proclus.

Prerequisites/Required Background:

None, but familiarity with Plato and Aristotle will be very helpful.

Required texts:

Plotinus, tr. A.H. Armstrong (Loeb Classical Library), vols. 5 and 7.
Proclus, The Elements of Theology, ed. and tr. E. R. Dodds.

Note: These books, especially the Proclus text, are rather expensive at full price. Discounted copies are available online. If cost remains a problem, please contact Dr. Perl to make other arrangements.

Other texts to be distributed.

Course work/Expectations:

Regular attendance, preparation, and participation in class discussions
Two short papers (3-5 pages)
Term paper (ca. 20 pages)
Term: Spring 2021
Course Title: Teaching Philosophy
Course No.: PHIL 6998.03
Section Time: M 4:00-6:30
Instructor: Jeffrey L. Wilson
Core Area: 
Flag: 

Course Description:
This seminar is a rigorous examination of the fundamental theories and practices of teaching courses in philosophy at the undergraduate level, especially introductory courses. It includes readings on the philosophy of liberal education generally, of higher education, and of Jesuit-Catholic higher education in particular, as well as readings on the special considerations of teaching in the discipline of philosophy. In its practical component, the seminar uses readings and exercises to develop the skills and techniques necessary to teach philosophy effectively.

Learning Outcomes:
Students in this course will 
1. Understand selected major theories of the purposes and means of liberal education.
2. Become familiar with selected accounts of the structures and functions of higher education.
3. Know the distinctive characteristics of Jesuit-Catholic higher education.
4. Comprehend the ways in which teaching philosophy may differ from teaching other disciplines.
5. Be conscious of the effects of disability and difference on the learning process and some techniques for navigating them.
6. Be able to construct an effective course syllabus.
7. Design appropriate assignments.
8. Improve their skills of lecturing.
9. Structure meaningful large and small group discussions.
10. Become familiar with various modes of assessment of student work and of providing useful feedback for improvement.
11. Reflect on the use of technology in the learning process.

Required Texts (subject to change):
Selections from
Paolo Freire, Pedagogy of the Oppressed
Immanuel Kant, Lectures on Pedagogy
John Dewey, Democracy and Education
bell hooks, Teaching to Transgress
McKeachie’s Teaching Tips
And selected practical articles
All readings will be posted free of charge on Brightspace and need not be purchased for the course.

Course Work/Expectations:
Weekly reflections, two presentations, 3 faculty interview protocols, four hours’ teaching observation, and a sample course packet including syllabus, rationale, and sample assignments