



Texas State University
Department of Philosophy
Graduate Course Descriptions
Fall 2017

Philosophy Department
Texas State University
Comal 102
601 University Drive
San Marcos, TX 78666
Phone: 512-2452285
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Applied Philosophy
PHIL 5301 CRN# 10996
TR 9:30 – 10:50
CMAL 103

Instructor: Lijun Yuan, Ph.D

Description: We will examine many of the major issues and questions that philosophers have raised in the past 2500 years. We will be exploring on questions of human nature, the nature of the Self, the nature of justice and goodness, and various ethical issues through the contemporary debates. We will read and assess classical and contemporary ethical theories regarding how to live a good life, but we will do so through applying them in contemporary moral controversies, such as, abortion, euthanasia, affirmative action, capital punishment, torture, same-sex marriage, drugs, pornography, immigration, humanitarian intervention, and world hunger, etc. We will also focus on a selective reading on a comparison of justice and care. We will assess and evaluate arguments from different approaches in dealing with contemporary ethical issues.

Required Texts: Andrew I. Cohen and Christopher Heath Wellman, Ed. Contemporary Debates in Applied Ethics, 2th ed. (Boston, MA: Wiley Blackwell 2014)

Applied Philosophy
PHIL 5301 CRN# 20261
MW 12:30 – 1:50
DERR 227

Instructor: Ivan Marquez, Ph.D.

Course Description: We live in an epoch of changes or else in a change of epoch. This is a time of crisis: crises of institutions, practices, and concepts, and of legitimation. This course will examine some of the main phenomena, ideas, and ideals of contemporary society -- liberalism, neoliberalism, democracy, conservatism, modernity, and post-modernity -- and the field of political epistemology, in order to get a sense of where we are and where we could go.

Required Texts:

1. Gray, John. 2003. Liberalism. Minneapolis: University of Minnesota Press.
2. Harvey, David. 2011. A brief history of neoliberalism. Oxford: Oxford University Press.
3. Dunn, John. 2014. Breaking democracy's spell. New Haven: Yale University Press.
4. Scruton, Roger. 2015. How to Be a Conservative. Bloomsbury USA.
5. Lyotard, Jean-François. 2006. The postmodern condition: a report on knowledge. Minneapolis: University of Minnesota Press.
6. Latour, Bruno. 2006. We have never been modern. Cambridge: Harvard University Press.
7. Habermas, Jürgen. 2007. The postnational constellation: political essays. Cambridge: Polity Press.
8. Medina, Jose. 2013. The epistemology of resistance: Gender and racial oppression, epistemic injustice and resistant imaginations. New York: Oxford University Press.

Dialogue
PHIL 5302 CRN# 11003
TR 12:30-1:50 p.m.
CMAL 116

Instructor: Jo Ann Carson, Ph.D.

Description: Dialogue is a collaborative course that is a part of the Philosophy Dialogue Series. The class will explore dialogical and dialectical reasoning, with emphasis on both philosophical conversation and philosophical writing. Each student will research and conduct at least one dialogue and will contribute to others through discussion. There are three parts to the course: Part I: Background of dialogical and dialectical reasoning in philosophy; Part II: Open dialogues led by members of the class; Part III: Paper writing. Required Texts: Readings posted on TRACS

Format: Interactive discussion

Evaluation: 30% Dialogue; 30% Quizzes; 30% Papers; 10% Class Participation

Philosophy of Technology
PHIL 5303 CRN# 16584
Online Class

Instructor: Eli Kanon, Ph.D.

Description: Study of philosophical and ethical dimensions of technology including the nature of technology and technological progress, the relation of humans to the technological environment, whether technology is value-laden, and the social character of technology. This web-based course will endeavor to provide students with technical skills as well as acquaint them with historical and contemporary concepts regarding the philosophy of technology. Technical skills will assist students in their future employment; in particular, critical thinking, writing and computing skills such as wiki creation. The instructor-paced, on-line learning format will be beneficial to students who prefer cultivating their knowledge with a non-traditional process.

Professional Ethics
PHIL 5322 CRN# 15800
MWF 10 – 10:50 a.m.
DERR 241

Instructor: Craig Hanks, Ph.D.

Description: Study of major topics in business and professional ethics, including what a profession is, whether it differs from business, and what is involved with moral education, social responsibilities, and ethical standards of professional and business people. May be repeated for credit.

Professional Ethics
PHIL 5322 CRN# 15047
Online Class

Instructor: Robert O'Connor, Ph.D.

Description: Ethics is the branch of philosophy that addresses issues of right and wrong, good and bad, and virtues and vices. In this class, we will address perplexing ethical issues affecting professional life, especially the moral responsibilities and virtues of professionals in a broad range of fields. This class will begin by introducing students to the leading ethical theories in the western tradition, including utilitarianism, Kantianism, and virtue ethics. Then we will apply these theories of moral agency to your responsibilities and rights as a professional in general and as a member of your profession., Besides the common issues that all professionals face, you will face certain special issues in relation to your work. The same basic principles apply, but the cases we will study should help you see with greater clarity how they do. Traditionally, professional ethics focused on a few professions, especially engineering, health care, law. Today, not only has it expanded into many other fields, such as business, counseling, and journalism, but also most companies have ethics policies covering such topics as sexual harassment, discrimination, confidentiality, and informed consent. We will cover many of these fields and topics. Finally, although we will focus on professional ethics, the concepts that we learn apply to your personal life as a moral agent.
Required Texts: Ethics for the Professions, by Rowan and Zinach (Wadsworth Cengage)
ISBN: 978-0-15-506-999-2

Environmental Ethics
PHIL 5323 CRN# 19471
MW 2 – 3:20 p.m.
CMAL 116

Instructor: Vincent Luizzi, Ph.D.

Description: Conceptions of the environment, its preservation and restoration, our ethical obligations to it, and their connection with living ethically.

Required Texts: None

Meaning of Life
PHIL 5324 CRN# 19464
MW 12:30 – 1:50 p.m.
DERR 111

Instructor: Binita Metha, Ph.D.

Description: This course will examine the fundamental question: what constitutes human flourishing. We will study the problem of human well-being from a diverse set of

perspectives such as ancient Greek, religious-mystical, psychoanalytic, and existentialist. These frameworks also present differing views about the nature of human consciousness. We will investigate whether a genuinely meaningful life entails a particular type of conception about human self. Lastly, we will consider how an awareness of death could contribute to finding greater meaning in life.

Required Texts: All required reading will be posted on TRACS

Philosophy of Sex & Love
PHIL 5325 CRN# 19472
TR 3:30 – 4:50 p.m.
CMAL 103

Instructor: Audrey McKinney, Ph.D.

Description: We shall explore the concepts of love and sexuality through the writings of classical, modern and contemporary philosophers. Special attention will be paid to the implications each theory has for understanding the nature of the self, the self's relation to others, and the human quest for a flourishing life. We will spend the first six weeks of the course dipping into Plato's Symposium, a work that manages to set the stage for almost any topic related to sexuality and romantic love. The latter part of the course will be constructed in collaboration with the members of the class.

Required Texts:

Philosophy & Sport
PHIL 5326 CRN# 19473
MW 2 – 3:20 p.m.
CMAL 114

Instructor: Eric Gilbertson, Ph.D.

Description: There are few aspects of contemporary sport that do not raise serious ethical questions. Scandal and controversy in sport abound, and they force us to confront a range of fundamental issues about the nature of sport and its proper role in our lives. Consider, for instance, recent international sporting events which have raised issues of doping and performance enhancement, identity and authenticity, gender, and disability. Sport also raises metaphysical and epistemological issues, and these interact in interesting ways with the ethical issues. The nature and significance of play and games, the role of technology in sport, the relationship between sport and self-knowledge, the value of dangerous sport, and the relationship between sport and death are all of great interest in this regard, and contemporary sport is helpful in that it often presents more traditional philosophical problems in a new light. In this course, we'll investigate a wide range of topics in the philosophy of sport, all of which will take us into other areas of philosophy. We'll draw on basic ethical theory and logic and critical thinking as we consider various concrete cases in contemporary sport and as we analyze and evaluate arguments in current philosophical debates.

Required Texts: McNamee (ed.), *The Ethics of Sports: A Reader*
ISBN-13: 978-0415478618

Seminar in Ethics
PHIL 5328 CRN# 19474
TR 5- 6:20 p.m.
CMAL 103

Instructor: Alejandro Barcenas, Ph.D.

Description: This course will focus on the ethical theories of Plato and Aristotle. We will explore their respective approaches with regard to what it means to be human, the attainment of happiness, the nature of reality and the knowledge needed to comprehend it. Their ideas will be carefully considered based on a close reading of the original texts and placed in conversation with several recent attempts to apply them to contemporary issues.

Required Texts:

- Plato. *The Republic* Of Plato: Second Edition. Translated by Allan Bloom. Basic Books ISBN: 9780465069347.
- Aristotle. *Nicomachean Ethics*. Translated by C. D. C. Reeve. Hackett. ISBN: 9781624661174.
- John M. Cooper. *Pursuits of Wisdom: Six Ways of Life in Ancient Philosophy from Socrates to Plotinus*. Princeton. ISBN: 9780691159706.
- Pierre Hadot. *What Is Ancient Philosophy?* Belknap Press. ISBN: 9780674013735.
- Arthur Herman. *The Cave and the Light: Plato Versus Aristotle, and the Struggle for the Soul of Western Civilization*. Random House. ISBN 9780553385663.
- Rebecca Goldstein. *Plato at the Googleplex: Why Philosophy Won't Go Away*. Vintage. ISBN 978-0307456724.
- Melissa Lane. *Eco-Republic: What the Ancients Can Teach Us about Ethics, Virtue, and Sustainable Living*. Princeton. ISBN 978-0691162201.
- Susan Suave Meyer. *Ancient Ethics*. Routledge. ISBN: 9780415940276.

Philosophy of Education
PHIL 5351 CRN# 11009
TR 9:30 – 10:50 a.m.
CMAL 116

Instructor: Jo Ann Carson, Ph.D.

Description: In this course we will examine the nature, goals, and methods of education, with particular emphasis on the dynamics of learning and teaching. Although the primary focus will be on philosophical problems and themes that have influenced educational theory and practice, we will take an interdisciplinary approach, and will explore issues involving cognitive and developmental psychology, educational ethics, sociology, language acquisition, and social-political theory.

Philosophical Theory of Science
PHIL 5355 CRN# 11010
MW 12:30-1:50 p.m.
CMAL 201

Instructor: Peter Hutcheson, Ph.D.

Description: Philosophy of Science consists of an examination of a handful of fundamental scientific concepts, such as science itself, relevant evidence, rationality, acceptance of scientific theories, explanation, and induction.

Required Texts: Hutcheson, PHILOSOPHY OF SCIENCE

Recommended Texts: Curd & Cover, PHILOSOPHY OF SCIENCE

Ethics and Dementia
5360A CRN#20172
Online Course

Instructor: Olga Gerhart, Ph.D.

Description: In this fully online course, we will study some of the ethical dimensions of dementia. After a short survey of ethical theory, we will discuss dementia diagnosis and support, driving, sexuality, how to care for family and professional caregivers, social context, and end-of-life issues.

Philosophy and Emotion
PHIL 5361C CRN#20171
MW 5- 6:20 p.m.
CMAL 103

Instructor: Lori Gallegos de Castillo, Ph.D.

Description: Emotions have a central place in our lives. They seem to be at the heart of that which makes us human and they imbue life with meaning. Indeed, very little occurs in our lives towards which we do not have some sort of emotional attitude. For better and for worse, emotions affect the ways in which we think and behave. But what are emotions – reactions of the body, evaluative judgments, ways of behaving, or something else entirely? – and how do they function? In recent decades, emotion has become a topic of robust interest among philosophers in the United States. Drawing largely, though not exclusively, from this contemporary philosophical literature, this course will survey the main theories of emotion and examine the impact of particular emotional phenomena – such as anger, guilt, and empathy – on various dimensions of our lives. Specifically, we will address the following sets of questions: (1) What is the relation between emotion and thinking? What is the role of emotion in our coming to know the world and people around us? Do emotions undermine or support our capacity for rationality? (2) Which emotions, if any, are important for our moral lives? How do emotions affect moral judgment, motivation, and our capacity to

respond ethically to others? (3) What role do emotions play in the cares and commitments that define our identity? To what extent can we choose and control our emotions? And (4) what role do emotions play in social and political life, and to what extent are emotions socially constructed? For instance, how do gender norms affect the way we experience and evaluate emotions? How are emotions involved in dynamics of oppression and in the pursuit of social justice?

Required Texts: All texts will be on TRACS

Responsible Conduct of Research and Research of Ethics

PHIL 5101 CRN#20175

M 1 – 1:50

CMAL 102C

Instructor: Keisha Ray, Ph.D.

Description: Researchers can find themselves in complex ethical situations created by the collaborative and competitive nature of scientific research. How will authorship on a paper be decided and who will be considered first author? Should private companies sponsor research? Do researchers have an obligation to give the sponsors of their research the results they seek? Can researchers who stand to profit from research manage their conflicts of interest and be an impartial investigator? To what extent should socio-political factors influence research outcomes? To what extent can researchers use non-human animals in their research? How much information about the research do researchers owe their human subjects? To what extent can researchers manipulate data and photographs?

All of these questions represent multiple ethical dilemmas that researchers can find themselves in while engaging in scientific research. In this responsible conduct in research (RCR) course we will use principles of research ethics to explore these dilemmas. We will also discuss researchers' ethical, scientific, institutional, and legal obligations and discuss tools to navigate these obligations. Through class discussions, case studies, and presentations by guest speakers who participate in scientific research in our community we will learn what makes researchers ethical, and ultimately better researchers.

Note: The National Institutes of Health (NIH) and the National Science Foundation (NSF) now require training in the responsible conduct of research (RCR). The Office of Research Integrity defines RCR's core areas to include human subjects research, research on non-human animals, mentoring, collaboration, data management, authorship, peer review, conflicts of interest, and research misconduct. This course is designed to cover those core areas and meets the requirements of the NIH and NSF. Students who pass the course with a grade of "B" or better and attend at least 75% of course meetings will be considered by Texas State University to have met the RCR requirement and will receive a certificate of completion at the end of the course.

Philosophy of Human Sciences
PHIL 5361B CRN#20190
MW 11 – 12:20 p.m.
ASBN 407

Instructor: Isaac Wiegman, Ph.D.

Description: This course applies philosophical methods and critical thinking skills to questions about the justification of theories and concepts in the human sciences. This includes traditional questions in philosophy of science that are applied to concerns specifically within the human sciences, such as the following: What makes a theory a scientific one? What is the relationship between theory and evidence? For instance, what about Marx's dialectical materialism or Freud's theory of psychoanalysis? Are these scientific theories? How could sociological or psychological data support these theories or falsify them? How are theories justified? Do theories refer to mind independent objects and properties? Does science carve nature at its joints? If concepts of race and gender do not carve humanity at its biological joints, then are they real in any interesting sense? If not, how is it that they have such powerful effects in peoples' lives? Race and gender are often said to be socially constructed? What does this mean? Can scientists develop naturalistic theories that explain the structure and effects of these concepts or kinds? How is knowledge organized in the human sciences? Is it organized into general laws of social organization or into piecemeal facts about specific cultures? Is there such a thing as human nature? Is the concept of human nature consistent with the diversity and variation we see among humans? How can scientific knowledge accommodate this variation? Can there be any unified understanding of humanity?

Required Texts: *Arguing about Human Nature* (Downes and Machery, eds.)

19th Century Philosophy
PHIL 5362B CRN# 20174
MW 2 -3:20 p.m.
DERR 111

Description: Much of early 19th-century philosophy can be characterized as various interpretations and developments of Kantian transcendental idealism. This includes German thinkers such as Fichte, Schelling, and Hegel as well as certain British idealists. Much of later 19th-century philosophy was a reaction against the German idealists and their efforts to construct all-encompassing systematic theories of everything. These later thinkers include Schopenhauer, Kierkegaard, and Nietzsche. In between these two movements Marx and Engels rejected Hegel's idealism, while adapting elements of his system to their own purposes. In America during this period, William James and others developed philosophical pragmatism. We will begin with a very brief review of Descartes' rationalism and Hume's empiricism, followed by a review of Kant's transcendental idealism. We will then consider the above-mentioned movements in more-or-less historical order. Given the complexity of the material, it is doubtful we will be able to consider every philosopher listed, but we will try to understand essential representative arguments. I'm hoping we can study at least Kant, Fichte, Hegel, Marx/Engels, Kierkegaard, and Nietzsche.

Required Text: *The Nineteenth Century Philosophy Reader*, ed. Benjamin D. Crowe, pub. Routledge 2016, ISBN 978-0-415-83479-7, \$53 new from pub.
<https://www.routledge.com/The-Nineteenth-Century-Philosophy-Reader/Crowe/p/book/9780415834797>

Recommended Text: *Kant's Theory of Knowledge*, Justus Hartnack, trans. M. Holmes Hartshorne, pub. Hackett 2001, ISBN 978-0-87220-506-2, \$15 new from pub.
<https://www.hackettpublishing.com/kant-s-theory-of-knowledge>

Additional Resources: Alkek Library has numerous ebook secondary sources on this material. I will provide links to some of them on TRACS.

Format: lecture and discussion

Evaluation: weekly 1-page take-home essays, 3 longer take-home essays, 2 in-class exams, discussion participation. Graduate students will have additional assignments, yet to be determined. (One possibility I'm considering would require each graduate student to write a number of substantive blog posts throughout the semester on a primary source by one of the authors from this historical period. This would be similar to Dr. McKinney's approach.)

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Responsible Conduct of Research and Research of Ethics
PHIL 7101 CRN# 20176
W 1 – 1:50
CMAL 102C

Instructor: Keisha Ray, Ph.D.

Description: Researchers can find themselves in complex ethical situations created by the collaborative and competitive nature of scientific research. How will authorship on a paper be decided and who will be considered first author? Should private companies sponsor research? Do researchers have an obligation to give the sponsors of their research the results they seek? Can researchers who stand to profit from research manage their conflicts of interest and be an impartial investigator? To what extent should socio-political factors influence research outcomes? To what extent can researchers use non-human animals in their research? How much information about the research do researchers owe their human subjects? To what extent can researchers manipulate data and photographs?

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