Winter 2013
Philosophy Department Course Descriptions

*Philosophy 102 Ethics—Professor Brence*
**MWF 13-1350 180 PLC**
This course will first aim to assist students to complicate and, subsequently, to reflect upon and to clarify their received ideas concerning the nature and source of value. What obligations, if any, do they have to others? What might they owe to themselves? How are determinations of good and bad related to beliefs about right and wrong? What might count as a good life? Are any of these determinations purely subjective? Are all of them? Are they based upon anything like facts or are they mere opinions? What role might things like pleasure, pain, happiness, desire, reason, or God(s) play in making ethical judgments? These questions and many more will be explored in conversation with many of the greatest works on the subject of ethics in the history of Western philosophy. Writings on ethics from Plato (3rd century BC) to Simone de Beauvoir (20th Century) will be explored with attention to both the historical context in which they were created and to their implications within a contemporary setting. Course work will consist in readings, writing short essays, in-class quizzes, and informed participation in discussion.

*Philosophy 103 Critical Reasoning—Professor Vallega-Neu*
**MWF 16-1650 282 LIL**
Introduction to thinking and reasoning critically. How to recognize, analyze, criticize, and construct arguments. Through the practice of argumentation in relation to current and classic controversies, this course is designed to improve your reasoning skills as well as your critical writing capabilities. Along the way, students will also explore informal fallacies, basic rules of deduction and induction, issues pertaining to the ethics of belief, and some general reflections on the political dimensions and promise of argumentation. Typical assignments include argumentative journals, homework sets, and in-class exams. Class time involves a mixture of lecture, discussion, and group work.

*Philosophy 123 Internet, Society, & Philosophy—Professor Koopman*
**MWF 9-950 123 GSH**
Introduction to philosophical problems of the Internet. Our focus will be on better understanding the impact of the internet on five core topic areas: publicness, privacy, knowledge, intellectual property, and identity. A major component of this course will involve collaborative group research projects in which we will make use of internet tools to study the internet together. (Note: this is the first year this course is being offered, so join us for a new experiment at UO so that you can help us direct the future of this course.)

*Philosophy 216 Philosophy & Cultural Diversity—Staff*
**MW 10-1150 303 GER**
In this course students will investigate some of the philosophical issues raised by the recognition of the culturally diverse character of American society from the perspective of a number of philosophical traditions in America: European, African, Asian, Islamic, Latina, and Native. In the process of the investigation, students will also be introduced to the practice of philosophy where philosophy is understood, in part, as a mode of inquiry that can contribute to the resolution of social conflict. At the beginning of the last century, W. E. B. Du Bois asserted “the problem of the Twentieth Century is the problem of the color line.” To the degree that America at the beginning of the Twenty-first Century still faces the problem of how to be a culturally diverse society, philosophy provides a means to address the problem. The course can be applied to the Arts & Letters group requirement and the University multicultural requirement (as an "AC" or American Culture course).
Philosophy 311 History of Philosophy: Modern—Professor Stawarska  
MWF 12-1250 240A MCK  
This course is the second of a three-course introduction to the history of western philosophy. The purpose of this course is to examine the history of western philosophy in the seventeenth and eighteenth centuries as well as to consider the importance and relevance of the history of philosophy for us today. The course will focus on three key subjects relevant to the history of philosophy in this period. Primarily, we will engage with readings from canonical figures in the modern traditions of Rationalism (selections may be from Descartes, Spinoza, and Leibniz) and Empiricism (selections may be from Locke, Berkeley, and Hume). Additionally, we will also consider works from figures not normally in the canon (most notably early modern women philosophers) who played a more central role in the development of these philosophical tradition than is often acknowledged. A third focus of the course concerns the relation between modern philosophy and contemporary conversations both in philosophy and in the sciences. This focus will help the students to appreciate the continued relevance of the problems and questions raised by the empiricists and rationalists in the seventeenth and eighteenth centuries to present intellectual debates.

Philosophy 315 Introduction to Feminist Philosophy—Professor Mann  
TR 10-1150 106 FR  
This course examines basic concepts and important texts in feminist philosophy. We will talk about what the great philosophers have said about women's ability to do philosophy, what it means to do philosophy as women, how feminism has challenged the most basic assumptions of the Western philosophical tradition, and contemporary issues in feminist philosophy. This course is a prerequisite for some upper division courses in feminist philosophy.

Philosophy 322 Philosophy of the Arts—Professor Johnson  
TR 10-1120 214 MCK  
Survey of classical and contemporary theories of art and aesthetic experience, with examples from various arts. We will examine five basic views about the nature of art and aesthetic experience that have been dominant in the Western philosophical tradition. These include conceptions of art as (1) imitation, (2) emotional expression and communication, (3) form, (4) institutionally-defined artifacts, and (5) consummation of human meaning and experience. The question arises whether any one of these theories adequately covers the full scope of the arts throughout history and across different cultures, or whether we have to combine all five into a more comprehensive view of the role of art in human existence. The study of the nature of aesthetic experience sheds light on how humans make and experience meaning. Texts will range historically from the Greeks up through 20th century hermeneutics. Examples of arts will be drawn from painting, sculpture, poetry, music, dance, and architecture.

Philosophy 325 Logic, Inquiry, Argument—Professor Pratt  
MWF 9-950 207 CHA  
In this course, we will examine the processes and practices of inquiry and argumentation by considering the logic that underlies them. In the first part of the course, we will consider the phenomenology of inquiry, the structure of arguments, the role of guesswork (abduction), and the practices of communicative action. In the second part, we will study the basics of Aristotelian logic and the role and practice of induction. In the final section, we will consider the idea of ordered systems and formal logic and will conclude with a discussion of the role of agency in logic and its implications for a normative theory of argumentation and what it means to be rational. Upon completion of this course, you will have developed both a facility with and understanding of formal and informal logic, but also an understanding and appreciation of their deep connections to the rational processes of an active social life. We will use a new textbook, Logic: Inquiry, Argument, and Order, that has been developed in this course over the last five years. This course satisfies the logic requirement for a major in philosophy.
Philosophy 335 Medical Ethics—Professor Morar
MW 14-1550 112 WIL

The French writer Albert Camus opens one of his major writings, *The Myth of Sisyphus*, as follows: “There is but one truly serious philosophical problem, and that is suicide. Judging whether life is or is not worth living amounts to answering the fundamental question of philosophy. All the rest…comes afterwards.” In a biomedical society like ours, the value of life and our relation to it becomes one of the most relevant factors for understanding who we are as human beings. From the question of informed consent to the very recent debate on health care, this course spans some of the most important social questions of our time: Could an embryo be called a *person*? Is abortion immoral? In a more secular society, are there arguments concerning the morality of abortion (pro and con) that make no appeal to a transcendent form of goodness (God)? Would it be moral to use embryos for the production of basic materials, such as stem cells, for medical research? Is there any moral difference between active and passive euthanasia? Should we experiment on human beings? If so, what are the necessary conditions to ensure the moral permissibility of such procedures? If one day humans can engineer themselves, should they do it? In a society of bionic human beings, what would be the place of disability? Lastly, do we, as members of an advanced society, have a right to health care? The goal of this course is to provide the essential elements for students to assess future difficult life situations in a critical manner.

Philosophy 342 Introduction to Latin American Philosophy—Professor Vallega
TR 14-1520 176 ED

This course is an introduction to Latin American philosophy. As such its aims are: 1. To give a firm ground in the history of Latin American philosophy; 2. To introduce some of the crucial ideas, issues, problems, and forms of thinking that occur in some of the most important periods, movements, and figures in Latin American thought; 3. To cultivate the ability to read this tradition in its own right, and to recognize its distinct and meaningful contributions to world philosophies. The course will involve close reading and analysis of texts, background lectures, and class discussions. Some of the central issues broached in this class will be: ethnic identity, border culture, race, exile, social justice, history, time, writing, memory, the relationship between poetry and philosophy, the configuration of Latin American, Hispanic American, and Afro-Hispanic-American identities, alternative temporalities, and the role diverse manners of discourse and experiences may play in the configuration of philosophical ideas. Beginning from the challenges opened to Latin American thought by Gabriel García-Márquez in his Nobel acceptance speech in 1982, we will look back to crucial moments in the history of Latin American thought and read from philosophical writings, essays, journals, and literary works of such figures as Felipe Guaman Poma de Ayala, Bartolomé de las Casas, Simón Bolivar, Domingo Faustino Sarmiento, José Martí, José Vasconcelos, Carlos Mariátegui, Leopoldo Zea, Augusto Salazar Bondy, Enrique Dussel, Jorge Luis Borges, Aníbal Quijano, Ofelia Schutte, Linda Alcoff, and Sub-Comandante Marcos.

Philosophy 344 Introduction to Philosophy of Law—Professor Brence
MWF 15-1550 214 MCK

This is an introduction to legal thinking and the philosophical problems it raises. We deal with issues that are important to everyone, but the course will be especially useful to those contemplating going to law school. The course is oriented around specific legal issues, all of them contemporary. These include: issues of discrimination and equality; personal freedom and privacy; the status of legal agreements; the problem of criminal punishment. The readings are mainly Xeroxed materials – legal cases and philosophical essays on them. Grading is based on in-class exams and short papers.

Philosophy 399 Special Studies Teaching Children Philosophy—Professor Bodin
MW 16-1750 202 CAS

This is a course that will ask students to translate their understanding of philosophical ideas into a language of discourse that captivates the imagination of ten and eleven-year-old children. Working as partners, undergraduate students will plan lessons and lead weekly philosophical discussions in assigned elementary school classrooms near the university. In a joint venture involving the departments of philosophy and education studies, students will explore ways to use published children’s picture books and short plays as prompts that invite 4th and 5th graders to employ critical thinking, inquiry and empathy as they participate in focused discussions in ethics, aesthetics, epistemology, political and environmental philosophy. Discussion topics will include questions like: *What is friendship? Why should we be moral? What does it mean to be brave? Do all categories of work have the same value? What is beauty? Do animals have rights?* among many questions that connect to the experiences and concerns of children.
Philosophy 407/507 Seminar Decolonial Latin American Thought—Professor Vallega
TR 18-1950 121 MCK
One of the major developments in Latin American philosophy has been the movement of “decolonial” thought. The movement focuses on the undoing of the system of coloniality that situates Western instrumental-rationalism as the center and apogee of human progress, and that accompanies the development of world order from the 16th century and the colonization of the Americas to today’s neo-liberal globalization projects. This has influenced the resurfacing of Latin American philosophy of liberation, and has opened new paths for rethinking both Latin American philosophical traditions, and the Western tradition in its modern historical development. These thinkers have also opened a space towards the development of world philosophies that engage each other’s traditions not in light of the Western North American and European modern philosophy. In this course we will read the work of some of the figures that are shaping these new philosophical spaces. Among them Enrique Dussel, Aníbal Quijano, Santiago Castro-Gómez, Walter Mignolo, Nelson Maldonado-Torres, María Lugones, Ramón Grosfoguel, and Alejandro Vallega. The course will involve close reading and interpretation of texts, background lectures, and class discussion. Those who can will be encouraged to read the texts in the original language (when the original texts are in Spanish). Students will be expected to have some background in the history of Western philosophy, particularly Modern philosophy; some knowledge of Hegel, Marxism, critical theory, and post-structuralism will also be very helpful to them.

Philosophy 407 Seminar Internet Public and Private—Professor Koopman
MW 12-1350 112 WIL
The focus of this course is Net Phi, that is Inter(Net Phi)losophy. The presupposition of our seminar will be that emerging internet socio-technologies are ushering in conditions for new ethical, political, and cultural forms and norms that we have yet to confront, and for which we accordingly lack conceptual resources. If we are willing to think of philosophy as the work of creating, fabricating, and testing concepts, then we find ourselves in an interesting philosophical moment with respect to the internet. The course will begin with readings in advanced internet theory, drawing from major philosophers in the pragmatist and continental canon. Thus beginning at the general, we will descend to the particular and focus on a more specific domain of inquiry, such as privacy on the internet, or the internet and political mobilization.

Philosophy 421/521 Ancient Philosophers: The Presocratics—Professor Vallega-Neu
MW 18-1950 121 MCK
The course focuses on Anaximander, Heraclitus, Parmenides, and Empedocles. We will use *The Presocratic Philosophers* edited by the Kirk & Raven.
Class time will consist in close reading and discussion of texts.

Philosophy 433/533 17th & 18th Century Philosophers: Descartes & Locke—Professor Zack
TR 10-1150 314 PLC
Descartes is usually considered the leading early modern rationalist, Locke, the leading early modern empiricist. Each is foundational for subsequent philosophical methodologies. The aim of the course is to consider Descartes and Locke’s metaphysics and epistemology, both separately and comparatively---with particular attention to their "criss-cross" on rationalism and empiricism.

REQUIRED TEXTS:

1. DESCARTES, MEDITATIONS, OBJECTIONS AND REPLIES, AND SEARCH FOR TRUTH IN THE PHILOSOPHICAL WRITINGS OF DESCARTES, TRANS. JOHN COTTINGHAM, ROBERT STOOTHOFF, AND DUGARD MURDOCK, CAMBRIDGE, 1984-94, VOL. II.

2. JOHN LOCKE, AN ESSAY CONCERNING HUMAN UNDERSTANDING, ED. PETER H. NIDDICH, CLARENDON PRESS, OXFORD, 1975-90.
ENVS 440/540 Environmental Aesthetics—Professors Toadvine and Bengtson (Art)
(Also listed as ART 407/507 Art/Environment/Philosophy)
MW 10-11 142 COL
An interdisciplinary seminar co-taught by Ted Toadvine (Philosophy/Environmental Studies) and Carla Bengtson (Art), this course explores the relation between humans and nature from the perspectives of art and philosophy and at their intersection. Through guest lectures, presentations, discussions, and field trips, students will survey a broad range of contemporary art that addresses human--environment and human--non-human interactions, examining these diverse artistic approaches in relation to a range of philosophical positions that attempt to think material and concept together. Special attention will be paid to interrogating how the current focus on materiality and the burgeoning interest in animality in the arts may be understood as efforts to express the "alterity" of nature along different axes.

The course will count as an upper division elective for PHIL undergraduates; for PHIL grad students, it will satisfy the 20th Century and Society & Value distribution requirements.

Philosophy 453/553 19th Century Philosophers: Schelling—Professor Warnek
MW 16-17 204 CHA
The course offers an introduction to the work and thought of F. W. J. Schelling. Schelling is now gaining attention as a thinker who anticipated many of the developments of philosophy in the 20th Century. We will begin with readings from his early period and move chronologically to his later works. The central text will be Schelling's controversial essay on human freedom. Important questions will be asking include: the relation between art and poetry and philosophical inquiry, the relation between human life, nature and the divine, the limits of rationality and language, and the extent to which a philosophical system is possible. We will also consider Schelling's relation to other key historical figures, such as Kant and Hegel.

Philosophy 463/563 20th Century Philosophers: James (Principle of Psychology)—Professor Johnson
TR 12-13 103 PETR
Simply put, this course will be an intensive exploration of William James' *The Principles of Psychology* (1890). I am convinced that what James said a century ago about mind, consciousness, thought, imagination, feeling, will, and judgment holds up remarkably well today in the face of recent empirical research on these topics that is being conducted in the cognitive sciences. I conceive of this course as having four principal foci of discussion: (1) What was James' view on these and other aspects of 'mind'? (2) How can recent work in the cognitive sciences criticize, confirm, supplement, and extend what James had to say on these issues? (3) What is James' larger philosophical perspective on knowledge, metaphysics, and value within which we can best understand his accounts of these more specific aspects of mind and thought? (4) Consequently, what view of the human person emerges from these inquiries?

Philosophy 475H Continental Philosophy: Recognition, Self, and Society (Honors)—Professor Zambrana
MW 10-11 112 WIL
To be a self is to have become a self through an other, and in a concrete social context. A self only exists 'in and for itself', in other words, in being recognized. Selves are never self-sufficient; rather, they must negotiate relations of dependence that make possible their independence. This thought is the centerpiece of some of the most influential continental theories of self and society, and it continues to inform discussions in moral psychology and ethics, social ontology and politics within and beyond continental philosophy today. In this seminar, we will examine the concept of recognition, focusing on two directions in which it has been developed throughout 18th, 19th, and 20th century continental philosophy. First, we will discuss the structure of self-other relations and its relation to social norms, institutions, and other discursive practices. Second, we will examine the structure of self-other relations and its relation to theories of embodiment and situated experience. We will read texts by Jean-Jacques Rousseau, G.W.F. Hegel, Axel Honneth, Orlando Patterson, and Judith Butler; we will also read texts by J.G. Fichte, Jean-Paul Sartre, Franz Fanon, Simone de Beauvoir, Iris Marion Young, Karl Marx, and Elaine Scarry. Class requirements include attendance and participation, and a 3,000-word research paper that will be developed throughout the term.
Philosophy 607 Seminar Pro Feminism—Professor Mann
TR 14-1550 353 PLC
The course offers an introduction to the work and thought of F. W. J. Schelling. Schelling is now gaining attention as a thinker who anticipated many of the developments of philosophy in the 20th Century. We will begin with readings from his early period and move chronologically to his later works. The central text will be Schelling's controversial essay on human freedom. Important questions will be asking include: the relation between art and poetry and philosophical inquiry, the relation between human life, nature and the divine, the limits of rationality and language, and the extent to which a philosophical system is possible. We will also consider Schelling's relation to other key historical figures, such as Kant and Hegel.

EDST 610 Philosophies of Education—Professor Pratt
W 14-1750 307 VOL
This course will survey philosophical conceptions of agency—the ability to act with a purpose—in relation to conceptions of being (ontology), knowledge (epistemology), value (normativity), and critical thinking in educational practice. The course will begin by considering dominant versions of realism and idealism contemporary American society and their historical relation to the transformation and suppression of broad conceptions of agency and sovereignty—the ability of collectives to act with shared purpose. In the 20th century, a variety of philosophies of education have emerged to challenge the dominant framework. Students will consider alternative conceptions of agency, knowledge, and normativity as developed in pragmatism, critical theory/pedagogy, post-structuralism, feminism, and queer theory. American Indian philosophers Vine Deloria, Jr., and Daniel Wildcat defined 'indigenous' as 'of a place’. The final section of the course will engage indigenous conceptions of agency and sovereignty and their implications for philosophy and education.

Philosophy 641 Capitalism and Critique: The Frankfurt School—Professor Zambrana
MW 14-1550 353 PLC
Following the legacy of Marx and Weber, thinkers of all generations of the Frankfurt School have sought to theorize paradoxes of capitalist modernization. They have given accounts of the crises of capitalism and the crises of critique throughout the twentieth century, and in response have offered conceptions of social justice informed by normative concepts such as freedom and alienation. This seminar will examine critiques of capitalism within three generations of the Frankfurt School. It will also assess critical-theoretic approaches to an analysis of contemporary paradoxes of neoliberal capitalism, and will consider current proposals for rethinking critique in the neoliberal context. We will discuss texts by Marx, Weber, and Lukács; Benjamin, Horkheimer, and Adorno; Habermas, Fraser, Honneth, and Azmanova; Harvey, Boltsanski and Chiapello, among others. Class requirements include attendance and participation, one presentation, and a final 3,000-word research paper.