

PHILOSOPHY (PHIL)

PHIL 101. Introduction to Philosophy. 3 Units.

Basic problems of philosophy and methods of philosophical thinking. Problems raised by science, morality, religion, politics, and art. Readings from classical and contemporary philosophers. Normally given in multiple sections with different instructors and possibly with different texts. All sections share core materials in theory of knowledge, metaphysics, and ethics despite differences that may exist in emphasis.

PHIL 102. Moral Character. 3 Units.

What qualities do we depend on in society so that people are trustworthy? One way to think about that question is through the study of moral character. In this class, we learn about how philosophers have thought about moral character from ancient times to the present and within different cultural traditions. Students also get the chance to reflect on the moral character they want to have themselves. Topics include accountability, prudence, compassion, and moral luck. Counts as a Moral & Ethical Reasoning course.

PHIL 111. What is Science? Introduction to the History and Philosophy of Science. 3 Units.

We look at historical and philosophical aspects of modern science. The objective of the course is to develop a sense of (1) what forms scientific research has taken historically, and (2) what it is about scientific research that makes it distinctive as a form of human knowledge. Offered as HPSC 111, PHIL 111 and HSTY 111.

PHIL 201. Introduction to Logic. 3 Units.

Presentation, application, and evaluation of formal methods for determining the validity of arguments. Discussion of the relationship between logic and other disciplines. Counts as a CAS Quantitative Reasoning course. Counts as a Quantitative Reasoning course.

PHIL 202. Becoming Oneself. 3 Units.

People talk about "the self" often, for instance, when criticizing selfishness or rationalizing self-interest, when discussing self-care or asking whether people love themselves enough or too much. But what is "the self"? In this class, we examine what philosophy has to say on this question. Students learn about the history of thought about the self and have a chance to develop their own sense of self.

PHIL 203. Revolutions in Science. 3 Units.

Historical and philosophical interpretation of some epochal events in development of science. Copernican revolution, Newtonian mechanics, Einstein's relativity physics, quantum mechanics, and evolutionary theory; patterns of scientific growth; structure of scientific "revolutions;" science and "pseudo-science." First half of a year-long sequence. Offered as HSTY 203 and PHIL 203.

PHIL 204. Philosophy of Science. 3 Units.

Conceptual, methodological, and epistemological issues about science: concept formation, explanation, prediction, confirmation, theory construction and status of unobservables; metaphysical presuppositions and implications of science; semantics of scientific language; illustrations from special sciences. Second half of a year-long sequence. Offered as HSTY 207 and PHIL 204.

PHIL 207. Good Relationships. 3 Units.

What is a good relationship? What is the difference between everyday work relationships, friendships, and romance? What is love? What is the role of desire in relationships? What is the role of respect and of moral judgment? What can a bad relationship teach us? In this class, we explore the logic of personal relationships by focusing on the central experience of being in love. However, our approach is indirect. We begin with what we can learn from a bad relationship. In addition to philosophical and psychological reading, students design exercises that might improve a personal relationship as found in fiction or history. By thus imaginatively studying relationships in narration, they are asked to develop their own concept of a good relationship. Counts as a Moral & Ethical Reasoning course.

PHIL 221. Indian Philosophy. 3 Units.

We will survey the origins of Indian philosophical thought, with an emphasis on early Buddhist, Hindu and Jain literature. Our concern will be the methods, presuppositions, arguments, and goals of these schools and trajectories of thought. What were their theories on the nature of the person, the nature of reality, and the nature and process of knowing? What were the debates between the schools and the major points of controversy? And, most importantly, are the positions/arguments internally incoherent? Offered as PHIL 221 and RLGN 221. Counts as a CAS Global & Cultural Diversity course.

PHIL 222. The Science of Happiness. 3 Units.

What actually makes us happy? Scientific research shows most of us get this badly wrong. For instance, money is far less important, and embracing negative emotions far more important, than most people realize. When philosophy first got started, it focused on the single most practically important question anyone can ask: How can I live a good life? A recent boom in scientific research is now validating insights from traditions that take this approach of philosophy as a way of life, including ancient greek, eastern & continental schools of philosophy. Open to all students (no pre-requisites), this course combines intellectual inquiry with experiential approaches, blending philosophical insight, evidence-based interventions and cutting-edge science. For instance, students will learn about approaches to emotion regulation and stress resilience all the way from the ancient Stoics to recently published work in psychological science. This course won't make you happy. It will sometimes make you sad. It will expose you to tools that you can use to improve your physical and psychological well-being, and - most important of all - your sense of purpose in life.

PHIL 225. Evolution. 3 Units.

Multidisciplinary study of the course and processes of organic evolution provides a broad understanding of the evolution of structural and functional diversity, the relationships among organisms and their environments, and the phylogenetic relationships among major groups of organisms. Topics include the genetic basis of micro- and macro-evolutionary change, the concept of adaptation, natural selection, population dynamics, theories of species formation, principles of phylogenetic inference, biogeography, evolutionary rates, evolutionary convergence, homology, Darwinian medicine, and conceptual and philosophic issues in evolutionary theory. Offered as ANTH 225, BIOL 225, EEPS 225, HSTY 225, and PHIL 225.

PHIL 253. Religion and Philosophy in China. 3 Units.

This course critically examines the three principal religious and philosophical traditions of China: the Confucian, Daoist, and Chinese Buddhist traditions. Through a combination of assigned print and online readings, video clips and documentaries, class discussions, and written assignments, students explore the origins and historical developments, principal thinkers, central religious and doctrinal themes, ethics, spirituality, popular devotions, social movements, and contemporary developments of these three major religious and philosophical traditions of China. Students will consider the wider social, cultural, ethical, economic, and political dimensions of Chinese religions and philosophies generally, and themes of community and society, identity constructions, personal experiences, movements, as well as their socio-cultural reproductions in contemporary China, and where appropriate, the Chinese Diaspora in North America. Offered as CHIN 253C, ETHS 253C, PHIL 253 and RLG 253. Counts as a CAS Global & Cultural Diversity course.

PHIL 261. Our Knowledge of Climate Change: What do we know and how do we know it?. 3 Units.

Traditional theories of knowledge have concentrated on the actions and beliefs of individuals, and how they marshal evidence from the world to support or refute their scientific hypotheses. This traditional epistemological framework has been challenged by the developments of the modern era of Big Science, resulting in the development of new approaches to a social epistemology of science. Reflective of how science is done, this epistemological framework in turn can provide guidance for the robust prosecution of the scientific enterprise. Perhaps nowhere is this more important than in climate science, where on the one hand the underlying dynamics of climate change pose an existential threat to our civilization, and on the other, there are active and well organized efforts to derail the scientific process and to denigrate the scientists. This course will first develop classical notions of the epistemology of science, including the role of models and issues of uncertainty (statistical, systematic, and gross) as well as the challenges of developing a robust scientific process resistant to fraud. These issues will be illustrated by consideration of various classical experiments. The course will then expand the epistemological framework to the collaborative context of modern big science, illustrating the issues by examples from the field of high energy physics (which saw the development of the World Wide Web by CERN, the European Organization for Nuclear Research, to allow physicists from around the world to share and collectively analyze data). With this in hand the course will explore the history and current state of climate science in the framework of a social epistemology of big science. Students will develop a good understanding of the role of hierarchical models of climate science, the empirical basis for our current understanding of anthropogenic climate change, the role and development of international coordination of climate science and its implications for policy, and the challenges posed by hostile, well-organized efforts to disrupt the scientific process, the public understanding of the science, and ultimately the processes necessary for addressing the challenges of climate change. Offered as PHIL 261 and PHYS 261.

PHIL 270. Introduction to Gender Studies. 3 Units.

This course introduces women and men students to the methods and concepts of gender studies, women's studies, and feminist theory. An interdisciplinary course, it covers approaches used in literary criticism, history, philosophy, political science, sociology, anthropology, psychology, film studies, cultural studies, art history, and religion. It is the required introductory course for students taking the women's and gender studies major. Offered as ENGL 270, HSTY 270, PHIL 270, RLG 270, SOCI 201, and WGST 201. Counts as a CAS Global & Cultural Diversity course. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in USFS, FSCC, FSNA, FSSO, FSSY, FSTS, FSCS.

PHIL 271. Bioethics: Dilemmas. 3 Units.

We have the genetic technology to change nature and human nature, but should we? We have the medical technology to extend almost any human life, but is this always good? Should we clone humans? Should we allow doctor-assisted suicide for the terminally ill? This course invites students from all academic disciplines and fields to examine current and future issues in bioethics—e.g., theory and methods in bioethics; death and dying; organ transplantation; genetics; aging and dementia; fertility and reproduction; distributive justice in health care access. The course will include guest lecturers from nationally-known Bioethics faculty. Offered as BETH 271 and PHIL 271.

PHIL 301. Ancient Philosophy. 3 Units.

Western philosophy from the early Greeks to the Sceptics. Emphasis on the pre-Socratics, Plato and Aristotle. Recommended preparation: PHIL 101 and consent of department. Offered as CLSC 301 and PHIL 301.

PHIL 302. Modern Philosophy. 3 Units.

British empiricism: Bacon, Hobbes, Locke, Berkeley, and Hume. Continental rationalism: Descartes, Spinoza, and Leibniz. The critical philosophy of Kant. Recommended preparation: PHIL 101 or consent of instructor.

PHIL 305. Ethics. 3 Units.

Analysis of ethical theories and concepts of goodness, right, and obligation. Discussion of nature of justice, problem of justification of moral principles, and relation between facts and values. Offered as PHIL 305 and PHIL 405. Prereq: PHIL 101 or PHIL 205.

PHIL 306. Mathematical Logic and Model Theory. 3 Units.

Propositional calculus and quantification theory; consistency and completeness theorems; Gödel incompleteness results and their philosophical significance; introduction to basic concepts of model theory; problems of formulation of arguments in philosophy and the sciences. Offered as PHIL 306, MATH 406 and PHIL 406.

PHIL 308. Bioethics and Armed Conflict. 3 Units.

Armed conflict raises numerous ethical issues for medical practitioners, medical researchers, and the recipients of medical care. This course will introduce students to some of the central ethical questions arising from the intersection between armed conflict and bioethics, including: What are the duties of military medical personnel in an armed conflict? How should military medical personnel balance duty to the military and duties to patients? May military medical personnel prioritize the medical needs of friendly combatants or civilians above those of enemy combatants or civilians? May medical research be used to assist the achievement of military objectives, such as the enhancement of military personnel? What rights do military personnel have with respect to new medical interventions, such as vaccines? And what are states' duties regarding the provision of healthcare after conflict? This course will introduce students to a diverse range of disciplinary and global perspectives on these and related issues. Offered as PHIL 308 and PHIL 408. Counts as a Communication Intensive course. Counts as a Moral & Ethical Reasoning course. Prereq: Passing letter grade in an Academic Inquiry Seminar (AIQS) course or a SAGES First Seminar.

PHIL 309. Climate Justice. 3 Units.

Coming to terms with global warming means coming to terms with justice. Students read established and emerging texts in this growing field seeking to understand what the conditions of justice are, what theories of justice are useful, and how to engage with both historical social inertia and complex, emerging politics around matters of climate justice. Counts as a Moral & Ethical Reasoning course.

PHIL 311. Science of Ethics: The Neuroscience, Psychology, and Behavioral Economics of Morality. 3 Units.

Ethics is traditionally a branch of Philosophy. However, research in neuroscience, psychology and behavioral economics is shedding new light on the underlying bases of ethical behavior and ethical thinking. The class will examine how this work informs and enriches traditional philosophical ethics. Topical focus of the class will depend on student interest, but potentially include: What determines how ethically we behave: our character or our situation? What role do and should emotions play in ethical thinking? Can science tell us whether utilitarian or deontological ethics is better? The dark tetrad: narcissism, Machiavellianism, psychopathy and sadism. What is empathy and what roles does it play in generating both ethical and unethical behavior. Varieties of moral disengagement, including dehumanizing. Cognitive dissonance and the slide into unethical behavior. Radicalization into violent extremism. Promoting ethical behavior. Offered as PHIL 311 and PHIL 411.

PHIL 313. Philosophy of Mathematics. 3 Units.

Logical paradoxes and their effects on foundations of mathematics. Status of mathematical entities and nature of mathematical truths. Formalist, logicist, and intuitionist positions. Recommended preparation: PHIL 101 or PHIL 201. Offered as PHIL 313 and PHIL 413.

PHIL 315. Selected Topics in Philosophy. 3 Units.

Examination of views of a major philosopher or philosophical school, a significant philosophical topic, or a topic that relates to philosophy and other discipline. Recommended preparation: PHIL 101. Offered as PHIL 315 and PHIL 415. Counts as a SAGES Departmental Seminar course.

PHIL 317. War and Morality. 3 Units.

The aim of this course is to explore a wide range of ethical issues relating to the decision to take a nation to war, how wars are conducted, and efforts to establish order in the wake of a conflict. Topics include the Just War tradition, pacifism, humanitarian intervention, moral repair and the establishment of a just peace, conduct of war, warrior codes, warrior transitions, and civil-military relations. We will be examining the ethics of war from the perspectives of both states and individuals. War is a crucible that strips those caught up in its horrors down to their fundamental selves inspiring acts of both inhuman depravity and seemingly superhuman nobility. This course is presented in a seminar format with lively discussions centering on contemporary readings in military ethics from texts and journals. Offered as PHIL 317, PHIL 417, and LAWS 5135.

PHIL 318. People and Planet. 3 Units.

In this course, we study the way in which the environment is a matter of politics. Our approach is philosophical, examining the concept of politics in light of how societies shape their environment on Earth. This elucidation's aim is practical. We want to know not only what environmental politics is, but what we should do about it. Students from any major are welcome, without prerequisite. Offered as PHIL 318, POSC 318 and ESTD 318. Counts as a Moral & Ethical Reasoning course.

PHIL 319. Philosophy of State Violence: War, Colonization, Punishment, and Immigration. 3 Units.

The modern state inflicts forms of violence against its own citizens through the criminal justice system and wields violence against foreign citizens and states through immigration enforcement, war, and colonization. But what is the moral and ethical basis of the state's authority to wield such forms of violence? What justifies a state in imprisoning and even killing its own citizens (as the US does via the death penalty), and inflicting the violence of war on other states? This course will examine historical and contemporary perspectives on the ethical basis of the state's right to use force and explore arguments defending and critiquing the use of state violence in the areas of punishment, war, colonization, and immigration enforcement, from a diverse range of perspectives. Offered as PHIL 319 and PHIL 419. Counts as a Communication Intensive course. Counts as a Moral & Ethical Reasoning course. Prereq: Passing letter grade in Academic Inquiry Seminar (AIQS) or SAGES First Seminar.

PHIL 322. Decolonization. 3 Units.

Decolonization is the process of returning sovereignty to societies that have been colonized. Students learn about the history of decolonization, examples of current struggles against settler colonization, and the discourse of decoloniality, engaging in what is called "decolonial thought." They achieve a grasp of the history of decolonization struggles, awareness of the complexities of decolonization past and present, and comfort with the complex discourse of decoloniality. Students develop their philosophical outlook on decolonization today. Counts as a Understanding Global Perspectives course.

PHIL 323. Empathy in Theory and Practice. 3 Units.

This course understands 'empathy' broadly, to include not only the sharing of emotion with others but also our capacities for perspective taking, intersubjectivity, narrative comprehension, aesthetic appreciation, and ethical reasoning. These forms of empathic reasoning are both neurologically and psychologically distinct from the more paradigmatic forms reasoning e.g. science, logic & mathematics - they work with emotions and are essentially perspectival in nature. This class explores two complementary sides of empathy: (i) What is the theory and science behind empathy? (ii) How can we use empathy more effectively? There are no prereqs and students are not expected to have taken prior classes on empathy. Nonetheless, this is an advanced, rather than introductory or remedial, class. Students are expected to bring prior learning and/or practical expertise to contribute to a deep dive into the subject. If in any doubt, you are welcome to ask the professor. Offered as PHIL 323 and PHIL 423.

PHIL 325. Philosophy of Feminism. 3 Units.

Dimensions of gender difference. Definition of feminism. Critical examination of feminist critiques of culture, including especially politics, ideology, epistemology, ethics, and psychology. Readings from traditional and contemporary sources. Offered as PHIL 325, PHIL 425 and WGST 325. Counts as a CAS Global & Cultural Diversity course. Prereq: PHIL 101.

PHIL 326. Religion, Global Health, and Human Rights. 3 Units.

Global Health is an interdisciplinary field concerned with improving health and achieving equity in health for all people, worldwide, focusing on transnational health issues, identifying determinants, and proposing solutions. This course examines issues in global health and human rights and considers the contributions religious ethics may make in analyzing and evaluating such issues. In the first half of the course, we will familiarize ourselves with theoretical issues including what a human right is, whether there's a human right to health, what socially determines health, and how religion relates to global health. In the second half the course, we will turn to practical issues in global health: women, maternal, and reproductive health; neonatal and pediatric health; access to medication and the right to health; emergency relief and humanitarian aid; and access to freshwater. We will conclude by considering the future of global health. Over the course of the semester, we will also become familiar with religious ethics and the relationship among religious ethics, global health, and human rights. In doing so, students will learn about the foundations for religion, global health, and human rights as they intersect with care for individuals and communities in our interconnected and globalized world. Offered as RLG 326, RLG 426, PHIL 326 and PHIL 426. Counts as a CAS Global & Cultural Diversity course.

PHIL 330. Topics in Ethics. 3 Units.

Examination of views in ethics of a major philosopher or philosophical school, a significant philosophical topic in ethics, or a topic that relates ethics to philosophy and another discipline. Recommended preparation: PHIL 101 or PHIL 205. Offered as PHIL 330 and PHIL 430.

PHIL 333. Philosophy of Religion. 3 Units.

Topics include: classical and contemporary arguments for God's existence; divine foreknowledge and human freedom; the problem of evil and theodicy; nature and significance of religious experience; mysticism; varieties of religious metaphysics; knowledge, belief and faith; nature of religious discourse. Readings from traditional and contemporary sources. Recommended preparation for PHIL 433 and RLG 433: PHIL 101 or RLG 102. Offered as PHIL 333, RLG 333, PHIL 433, and RLG 433. Prereq: PHIL 101

PHIL 334. Political and Social Philosophy. 3 Units.

Justification of social institutions, primarily political ones. Such distinctions as that between de facto and legitimate authority; analysis of criteria for evaluation, such as social justice and equality; inquiry into theories of justification of the state; theory of democratic government and its alternatives. Readings from classical and contemporary sources. Recommended preparation: PHIL 101. Offered as PHIL 334, POSC 354, PHIL 434, and POSC 454.

PHIL 335. Philosophy of Law. 3 Units.

This is an examination of the general nature of law, the broad concerns of jurisprudence, the study of comparative law, and many of the issues raised in the literature of legal philosophy. Students will examine the principles of legal positivism, mitigated natural law, and rights theory. Selected readings and cases will illustrate these theories, which will also be examined in the context of rule selection by new governments in developing or revolutionary societies. The course also looks at the general nature of legal systems: how politics, morality, and individual views of justice and rights affect particular court cases and the course and development of law generally. Topics will include abortion, obscenity and sin, civil disobedience, affirmative action, surrogatehood, and the death penalty. This is unlike any other of the legal theory or jurisprudence courses, and those who have sampled legal theory elsewhere in a different form are welcome and encouraged to enroll. Recommended preparation: PHIL 101. Offered as LAWS 5747, PHIL 335, and PHIL 435.

PHIL 336. Military Ethics, the Military Profession, and International Law. 3 Units.

The aim of this course is to provide a foundational understanding of international law as it relates to war and to explore the relationship between international law, military ethics, and the military profession. In addition to traditional lectures and seminar-style discussions, this hybrid course will feature video lectures by international experts in the field of military ethics and online assignments, discussion sections led by the Visiting Distinguished Inamori Scholar in Military Ethics. Topics covered will concern the international legal framework pertaining to the use of force, viewed through the prism of a professional code of conduct that has been forged over centuries, across different warrior cultures. Offered as PHIL 336 and PHIL 436. Prereq: PHIL 317 or PHIL 417.

PHIL 337. Philosophy of Evil: Defining, Understanding, and Responding to Evil. 3 Units.

The concept of evil plays a significant role in our moral thinking but is rarely clearly defined. When we call a person, institution, or action "evil," what do we mean? How do individuals or institutions come to commit or perpetuate evil acts? And how should societies and individuals respond to evil? This course will explore these questions through the lens of historical and contemporary philosophical and interdisciplinary accounts of the nature of evil, the causes of evil, and social and interpersonal responses to evil, including debates about forgiveness, reconciliation, reparations, and punishment. Offered as PHIL 337 and PHIL 437. Counts as a Communication Intensive course. Counts as a Moral & Ethical Reasoning course. Prereq: Passing letter grade in Academic Inquiry Seminar (AIQS) or SAGES First Seminar.

PHIL 345. Epistemology and Metaphysics. 3 Units.

Traditional problems of epistemology, such as definition of knowledge, justification of belief, nature of evidence and foundationalism, skepticism, the a priori, and the role of sense perception in knowledge. Metaphysical presuppositions and implications of epistemological views. Forms of realism and anti-realism. Recommended preparation: PHIL 101. Offered as PHIL 345 and PHIL 445.

PHIL 357. Christian Bioethics. 3 Units.

Bioethics is concerned with both clinical and population level healthcare issues. Christian Bioethics aims to integrate the discipline of theology with the field of bioethics to critically evaluate the goals of healthcare and the practices associated with these goals. This course examines the theological sources used to evaluate contemporary clinical and population level healthcare issues. We will examine issues including abortion, end-of-life care, genetic enhancement, the concept of disability, health inequalities and justice, and personal and social responsibility for health, especially as these relate to political and social justice. We will also become familiar with religious moral reasoning and the relationship between religious ethics and nonreligious moral and political philosophy. In doing so, students will learn about the foundations for religion, medicine, and ethics as they intersect with care for individuals and communities. Offered as BETH 357, BETH 457, PHIL 357, PHIL 457, RLGN 357 and RLGN 457.

PHIL 360. Science and Society. 3 Units.

This course examines the complex ethical and other value relationships that exist between science and society. Students will be encouraged to question the simplistic view that science proceeds independently of societal values and contentious ethical commitments. A range of other social factors, such as ethical belief systems, political forces, and large-scale financial interests all influence new scientific and technological developments. In order to illuminate each of these larger themes, this course focuses on three exciting areas of scientific inquiry: stem cell research; synthetic biology; and nanotechnology. Each of these contentious scientific fields provides an excellent view into the challenging ethical, cultural, social, political, and economic issues that will face students, both as scholars and as citizens. No prior technical knowledge is necessary for any of these scientific areas. All relevant scientific information will be provided during the course by the professor. Offered as BETH 360, BETH 460 and PHIL 360.

PHIL 366. Brain, Mind and Consciousness: The Science and Philosophy of Mind. 3 Units.

The course introduces students to key topics in philosophy of mind from the perspective of our increasingly advanced scientific understanding of mind and brain (e.g. derived from neuroscience, psychology and cognitive science). Key philosophical topics covered include dualism, physicalism, idealism, consciousness and free will. Key scientific issues covered include methods and assumptions underlying research in psychology and neuroscience, introspection, essentialism, dehumanizing, and work on free will and consciousness. No pre-requisites other than curiosity are required, however students will benefit from having previously taken courses in philosophy, neuroscience, psychology and/or computer science. Students are expected to complete the assigned readings with care and attention, and to participate in discussion. The goal is for students to leave with an understanding of the rich ways in which different approaches can shed light on the human mind, including an appreciation of the limits of scientific inquiry into the mind. Offered as PHIL 366 and PHIL 466.

PHIL 367. Topics in Evolutionary Biology. 3 Units.

The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. The graduate level offerings of this course will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANAT 467, ANTH 467, BIOL 468, EEPS 467, PHIL 467 and PHOL 467. Prereq: PHIL 225 or equivalent.

PHIL 371. Advanced Bioethics. 3 Units.

This course offers upper-level instruction on many key bioethical issues introduced in BETH/PHIL 271. The class follows a discussion-intensive seminar format. Students begin with an in-depth analysis of ethical issues surrounding the conduct of clinical trials, both within the U.S. and through U.S.-sponsored research abroad. Next students examine the philosophical and practical challenges involved in medical decision making for adults and pediatric patients. This course concludes by addressing the broader ethical problem of what duties we owe to future generations in terms of our reproductive choices and the allocation of health-related public expenditures. Each of these general topic areas - clinical trials, medical decision making, and future generations - is of crucial importance for all students whether one plans to enter a career in biomedical research, the healthcare professions, or some other career path. Everyone is a potential patient or the family member of a potential patient. The topics covered in Advanced Bioethics will help prepare students to become responsible participants in an increasingly complex biomedical world. Offered as BETH 371 and PHIL 371. Prereq: BETH 271 or PHIL 271.

PHIL 384. Ethics and Public Policy. 3 Units.

Evaluation of ethical arguments in contemporary public policymaking discourse. That is, approaches to evaluating not only the efficiency of policy (Will this policy achieve its end for the least cost?) but also the ethics of policy (Are a policy's intended ends ethically justified or "good", and are our means to achieve those ends moral or "just"?). Overview of political ideologies that supply U.S. political actors with their ethical or moral arguments when proposing and implementing public policy, followed by an application of these differing perspectives to selected policy areas such as welfare, euthanasia, school choice, drug laws, censorship, or others. Offered as PHIL 384, PHIL 484, POSC 384 and POSC 484.

PHIL 392. Empathic Leadership. 3 Units.

Leadership can be challenging. A good leader not only keeps their team on task, but also uses empathy and emotional intelligence to inspire, motivate, create a sense of psychological safety, and help team members develop. The course has two goals: 1) Students experience a development leadership role by acting in the role of a trainee facilitator and coach who guides and supports others as they engage in a variety of personal development exercises. 2) Students reflect on their leadership experiences, compare them to the experiences of others, and integrate it with academic scholarship relating to empathy, coaching, and emotionally intelligent leadership. The first goal is performative. Grading is based on engagement in the role and impact on coachees. The second goal combines personal reflection and academic scholarship, culminating in an essay. This course will be of value to those who are interested in developing their skills in helping professions and roles, including those of: coach, therapist, teacher, nurse, doctor, manager, and parent. Prereq: PHIL 222.

PHIL 393. Ethics of Artificial Intelligence and Emerging Technology. 3 Units.

This course will explore ethical issues concerning the development and use of Artificial Intelligence and related emerging technologies, ranging from deferring to automation as an authority to the effects of bias embedded in algorithms to vital questions of autonomy and accountability, all the way to an examination of possible rights for advanced AI systems in the future. AI is currently used in many settings, from businesses to healthcare to the military, all of which have an impact on human lives. There are risks and opportunities associated with this, including the intriguing possibility that we could use AI as augmentation to make humans more ethical, not less. This course will give students the opportunity to consider and debate how AI can be designed and deployed in ways that promote the common good and avoid causing harm, especially to the most vulnerable among us. Offered as PHIL 393 and PHIL 493. Counts as a Moral & Ethical Reasoning course.

PHIL 396. Undergraduate Research in Evolutionary Biology. 3 Units.

Students propose and conduct guided research on an aspect of evolutionary biology. The research will be sponsored and supervised by a member of the CASE faculty or other qualified professional. A written report must be submitted to the Evolutionary Biology Steering Committee before credit is granted. Offered as ANTH 396, BIOL 396, EEPS 396, and PHIL 396.

PHIL 397. Directed Study. 3 Units.

Under faculty supervision, students will undertake a project that demonstrates critical thinking, has clear goals, features periodic reporting of progress, and will result in a final report.

PHIL 398. Philosophy Capstone. 3 Units.

Under faculty supervision, students will undertake a project that demonstrates critical thinking, has clear goals, features periodic reporting of progress, and will result in a final report and public presentation. Counts as a SAGES Senior Capstone course.

PHIL 399. Philosophy Honors Thesis. 3 Units.

Under faculty supervision, students will complete a substantial thesis that demonstrates critical thinking, has clear goals, features periodic reporting of progress, and will be the subject of an oral examination as well as a public presentation. Counts as a SAGES Senior Capstone course.

PHIL 405. Ethics. 3 Units.

Analysis of ethical theories and concepts of goodness, right, and obligation. Discussion of nature of justice, problem of justification of moral principles, and relation between facts and values. Offered as PHIL 305 and PHIL 405.

PHIL 406. Mathematical Logic and Model Theory. 3 Units.

Propositional calculus and quantification theory; consistency and completeness theorems; Gödel incompleteness results and their philosophical significance; introduction to basic concepts of model theory; problems of formulation of arguments in philosophy and the sciences. Offered as PHIL 306, MATH 406 and PHIL 406.

PHIL 408. Bioethics and Armed Conflict. 3 Units.

Armed conflict raises numerous ethical issues for medical practitioners, medical researchers, and the recipients of medical care. This course will introduce students to some of the central ethical questions arising from the intersection between armed conflict and bioethics, including: What are the duties of military medical personnel in an armed conflict? How should military medical personnel balance duty to the military and duties to patients? May military medical personnel prioritize the medical needs of friendly combatants or civilians above those of enemy combatants or civilians? May medical research be used to assist the achievement of military objectives, such as the enhancement of military personnel? What rights do military personnel have with respect to new medical interventions, such as vaccines? And what are states' duties regarding the provision of healthcare after conflict? This course will introduce students to a diverse range of disciplinary and global perspectives on these and related issues. Offered as PHIL 308 and PHIL 408. Counts as a Communication Intensive course. Counts as a Moral & Ethical Reasoning course. Prereq: Graduate student standing.

PHIL 411. Science of Ethics: The Neuroscience, Psychology, and Behavioral Economics of Morality. 3 Units.

Ethics is traditionally a branch of Philosophy. However, research in neuroscience, psychology and behavioral economics is shedding new light on the underlying bases of ethical behavior and ethical thinking. The class will examine how this work informs and enriches traditional philosophical ethics. Topical focus of the class will depend on student interest, but potentially include: What determines how ethically we behave: our character or our situation? What role do and should emotions play in ethical thinking? Can science tell us whether utilitarian or deontological ethics is better? The dark tetrad: narcissism, Machiavellianism, psychopathy and; sadism. What is empathy and what roles does it play in generating both ethical and unethical behavior. Varieties of moral disengagement, including dehumanizing. Cognitive dissonance and the slide into unethical behavior. Radicalization into violent extremism. Promoting ethical behavior. Offered as PHIL 311 and PHIL 411.

PHIL 413. Philosophy of Mathematics. 3 Units.

Logical paradoxes and their effects on foundations of mathematics. Status of mathematical entities and nature of mathematical truths. Formalist, logicist, and intuitionist positions. Recommended preparation: PHIL 101 or PHIL 201. Offered as PHIL 313 and PHIL 413.

PHIL 415. Selected Topics in Philosophy. 3 Units.

Examination of views of a major philosopher or philosophical school, a significant philosophical topic, or a topic that relates to philosophy and other discipline. Recommended preparation: PHIL 101. Offered as PHIL 315 and PHIL 415. Counts as a SAGES Departmental Seminar course.

PHIL 417. War and Morality. 3 Units.

The aim of this course is to explore a wide range of ethical issues relating to the decision to take a nation to war, how wars are conducted, and efforts to establish order in the wake of a conflict. Topics include the Just War tradition, pacifism, humanitarian intervention, moral repair and the establishment of a just peace, conduct of war, warrior codes, warrior transitions, and civil-military relations. We will be examining the ethics of war from the perspectives of both states and individuals. War is a crucible that strips those caught up in its horrors down to their fundamental selves inspiring acts of both inhuman depravity and seemingly superhuman nobility. This course is presented in a seminar format with lively discussions centering on contemporary readings in military ethics from texts and journals. Offered as PHIL 317, PHIL 417, and LAWS 5135.

PHIL 419. Philosophy of State Violence: War, Colonization, Punishment, and Immigration. 3 Units.

The modern state inflicts forms of violence against its own citizens through the criminal justice system and wields violence against foreign citizens and states through immigration enforcement, war, and colonization. But what is the moral and ethical basis of the state's authority to wield such forms of violence? What justifies a state in imprisoning and even killing its own citizens (as the US does via the death penalty), and inflicting the violence of war on other states? This course will examine historical and contemporary perspectives on the ethical basis of the state's right to use force and explore arguments defending and critiquing the use of state violence in the areas of punishment, war, colonization, and immigration enforcement, from a diverse range of perspectives. Offered as PHIL 319 and PHIL 419. Counts as a Communication Intensive course. Counts as a Moral & Ethical Reasoning course.

PHIL 423. Empathy in Theory and Practice. 3 Units.

This course understands 'empathy' broadly, to include not only the sharing of emotion with others but also our capacities for perspective taking, intersubjectivity, narrative comprehension, aesthetic appreciation, and ethical reasoning. These forms of empathic reasoning are both neurologically and psychologically distinct from the more paradigmatic forms reasoning e.g. science, logic & mathematics - they work with emotions and are essentially perspectival in nature. This class explores two complementary sides of empathy: (i) What is the theory and science behind empathy? (ii) How can we use empathy more effectively? There are no prereqs and students are not expected to have taken prior classes on empathy. Nonetheless, this is an advanced, rather than introductory or remedial, class. Students are expected to bring prior learning and/or practical expertise to contribute to a deep dive into the subject. If in any doubt, you are welcome to ask the professor. Offered as PHIL 323 and PHIL 423.

PHIL 425. Philosophy of Feminism. 3 Units.

Dimensions of gender difference. Definition of feminism. Critical examination of feminist critiques of culture, including especially politics, ideology, epistemology, ethics, and psychology. Readings from traditional and contemporary sources. Offered as PHIL 325, PHIL 425 and WGST 325. Counts as a CAS Global & Cultural Diversity course.

PHIL 426. Religion, Global Health, and Human Rights. 3 Units.

Global Health is an interdisciplinary field concerned with improving health and achieving equity in health for all people, worldwide, focusing on transnational health issues, identifying determinants, and proposing solutions. This course examines issues in global health and human rights and considers the contributions religious ethics may make in analyzing and evaluating such issues. In the first half of the course, we will familiarize ourselves with theoretical issues including what a human right is, whether there's a human right to health, what socially determines health, and how religion relates to global health. In the second half the course, we will turn to practical issues in global health: women, maternal, and reproductive health; neonatal and pediatric health; access to medication and the right to health; emergency relief and humanitarian aid; and access to freshwater. We will conclude by considering the future of global health. Over the course of the semester, we will also become familiar with religious ethics and the relationship among religious ethics, global health, and human rights. In doing so, students will learn about the foundations for religion, global health, and human rights as they intersect with care for individuals and communities in our interconnected and globalized world. Offered as RLG 326, RLG 426, PHIL 326 and PHIL 426. Counts as a CAS Global & Cultural Diversity course.

PHIL 430. Topics in Ethics. 3 Units.

Examination of views in ethics of a major philosopher or philosophical school, a significant philosophical topic in ethics, or a topic that relates ethics to philosophy and another discipline. Recommended preparation: PHIL 101 or PHIL 205. Offered as PHIL 330 and PHIL 430.

PHIL 433. Philosophy of Religion. 3 Units.

Topics include: classical and contemporary arguments for God's existence; divine foreknowledge and human freedom; the problem of evil and theodicy; nature and significance of religious experience; mysticism; varieties of religious metaphysics; knowledge, belief and faith; nature of religious discourse. Readings from traditional and contemporary sources. Recommended preparation for PHIL 433 and RLG 433: PHIL 101 or RLG 102. Offered as PHIL 333, RLG 333, PHIL 433, and RLG 433.

PHIL 434. Political and Social Philosophy. 3 Units.

Justification of social institutions, primarily political ones. Such distinctions as that between de facto and legitimate authority; analysis of criteria for evaluation, such as social justice and equality; inquiry into theories of justification of the state; theory of democratic government and its alternatives. Readings from classical and contemporary sources. Recommended preparation: PHIL 101. Offered as PHIL 334, POSC 354, PHIL 434, and POSC 454.

PHIL 435. Philosophy of Law. 3 Units.

This is an examination of the general nature of law, the broad concerns of jurisprudence, the study of comparative law, and many of the issues raised in the literature of legal philosophy. Students will examine the principles of legal positivism, mitigated natural law, and rights theory. Selected readings and cases will illustrate these theories, which will also be examined in the context of rule selection by new governments in developing or revolutionary societies. The course also looks at the general nature of legal systems: how politics, morality, and individual views of justice and rights affect particular court cases and the course and development of law generally. Topics will include abortion, obscenity and sin, civil disobedience, affirmative action, surrogatehood, and the death penalty. This is unlike any other of the legal theory or jurisprudence courses, and those who have sampled legal theory elsewhere in a different form are welcome and encouraged to enroll. Recommended preparation: PHIL 101. Offered as LAWS 5747, PHIL 335, and PHIL 435.

PHIL 436. Military Ethics, the Military Profession, and International Law. 3 Units.

The aim of this course is to provide a foundational understanding of international law as it relates to war and to explore the relationship between international law, military ethics, and the military profession. In addition to traditional lectures and seminar-style discussions, this hybrid course will feature video lectures by international experts in the field of military ethics and online assignments, discussion sections led by the Visiting Distinguished Inamori Scholar in Military Ethics. Topics covered will concern the international legal framework pertaining to the use of force, viewed through the prism of a professional code of conduct that has been forged over centuries, across different warrior cultures. Offered as PHIL 336 and PHIL 436. Prereq: PHIL 317 or PHIL 417.

PHIL 437. Philosophy of Evil: Defining, Understanding, and Responding to Evil. 3 Units.

The concept of evil plays a significant role in our moral thinking but is rarely clearly defined. When we call a person, institution, or action "evil," what do we mean? How do individuals or institutions come to commit or perpetuate evil acts? And how should societies and individuals respond to evil? This course will explore these questions through the lens of historical and contemporary philosophical and interdisciplinary accounts of the nature of evil, the causes of evil, and social and interpersonal responses to evil, including debates about forgiveness, reconciliation, reparations, and punishment. Offered as PHIL 337 and PHIL 437. Counts as a Communication Intensive course. Counts as a Moral & Ethical Reasoning course.

PHIL 445. Epistemology and Metaphysics. 3 Units.

Traditional problems of epistemology, such as definition of knowledge, justification of belief, nature of evidence and foundationalism, skepticism, the a priori, and the role of sense perception in knowledge. Metaphysical presuppositions and implications of epistemological views. Forms of realism and anti-realism. Recommended preparation: PHIL 101. Offered as PHIL 345 and PHIL 445.

PHIL 457. Christian Bioethics. 3 Units.

Bioethics is concerned with both clinical and population level healthcare issues. Christian Bioethics aims to integrate the discipline of theology with the field of bioethics to critically evaluate the goals of healthcare and the practices associated with these goals. This course examines the theological sources used to evaluate contemporary clinical and population level healthcare issues. We will examine issues including abortion, end-of-life care, genetic enhancement, the concept of disability, health inequalities and justice, and personal and social responsibility for health, especially as these relate to political and social justice. We will also become familiar with religious moral reasoning and the relationship between religious ethics and nonreligious moral and political philosophy. In doing so, students will learn about the foundations for religion, medicine, and ethics as they intersect with care for individuals and communities. Offered as BETH 357, BETH 457, PHIL 357, PHIL 457, RLGN 357 and RLGN 457.

PHIL 466. Brain, Mind and Consciousness: The Science and Philosophy of Mind. 3 Units.

The course introduces students to key topics in philosophy of mind from the perspective of our increasingly advanced scientific understanding of mind and brain (e.g. derived from neuroscience, psychology and cognitive science). Key philosophical topics covered include dualism, physicalism, idealism, consciousness and free will. Key scientific issues covered include methods and assumptions underlying research in psychology and neuroscience, introspection, essentialism, dehumanizing, and work on free will and consciousness. No pre-requisites other than curiosity are required, however students will benefit from having previously taken courses in philosophy, neuroscience, psychology and/or computer science. Students are expected to complete the assigned readings with care and attention, and to participate in discussion. The goal is for students to leave with an understanding of the rich ways in which different approaches can shed light on the human mind, including an appreciation of the limits of scientific inquiry into the mind. Offered as PHIL 366 and PHIL 466.

PHIL 467. Topics in Evolutionary Biology. 3 Units.

The focus for this course on a special topic of interest in evolutionary biology will vary from one offering to the next. Examples of possible topics include theories of speciation, the evolution of language, the evolution of sex, evolution and biodiversity, molecular evolution. The graduate level offerings of this course will require a longer, more sophisticated term paper, and additional class presentation. Offered as ANTH 367, BIOL 368, EEPS 367, PHIL 367, ANAT 467, ANTH 467, BIOL 468, EEPS 467, PHIL 467 and PHOL 467.

PHIL 484. Ethics and Public Policy. 3 Units.

Evaluation of ethical arguments in contemporary public policymaking discourse. That is, approaches to evaluating not only the efficiency of policy (Will this policy achieve its end for the least cost?) but also the ethics of policy (Are a policy's intended ends ethically justified or "good," and are our means to achieve those ends moral or "just"?). Overview of political ideologies that supply U.S. political actors with their ethical or moral arguments when proposing and implementing public policy, followed by an application of these differing perspectives to selected policy areas such as welfare, euthanasia, school choice, drug laws, censorship, or others. Offered as PHIL 384, PHIL 484, POSC 384 and POSC 484.

PHIL 493. Ethics of Artificial Intelligence and Emerging Technology. 3 Units.

This course will explore ethical issues concerning the development and use of Artificial Intelligence and related emerging technologies, ranging from deferring to automation as an authority to the effects of bias embedded in algorithms to vital questions of autonomy and accountability, all the way to an examination of possible rights for advanced AI systems in the future. AI is currently used in many settings, from businesses to healthcare to the military, all of which have an impact on human lives. There are risks and opportunities associated with this, including the intriguing possibility that we could use AI as augmentation to make humans more ethical, not less. This course will give students the opportunity to consider and debate how AI can be designed and deployed in ways that promote the common good and avoid causing harm, especially to the most vulnerable among us. Offered as PHIL 393 and PHIL 493. Counts as a Moral & Ethical Reasoning course. Prereq: Graduate Student standing.

PHIL 499. Independent Study MA Level. 1 - 3 Units.

This course enables graduate students in departments or interdisciplinary programs with an MA to pursue intensive directed study with a faculty member in Philosophy. Students should consult with the Instructor and with their MA director or graduate program director before enrolling. Prereq: Graduate Standing.

PHIL 501. Military Ethics MA Capstone. 3 - 6 Units.

This Military Ethics MA capstone course will feature a summative project designed to integrate the students' common studies for the MA program, while being tailored to their individual future interests in teaching, further graduate study, or employment in public policy or foreign affairs. The capstone project, culminating in a paper, may involve both academic research and fieldwork, integrated with the degree-candidate's professional experience or interest. If the student opts to write a more traditional thesis, then the paper should be approximately 10,000-20,000 words. The write up for a more project-based capstone should be approximately 5,000 words. An example of such a non-thesis project would be to design and defend a military ethics curriculum to use for PME (professional military education), domestically or internationally, including justifications of which readings, case studies, examples, theories, and principles to include, and which to exclude, and why, based on work in the field of Military Ethics. In either case, the outline of the capstone project must be presented to and accepted by a professor or instructor in the MA program who is willing to serve as the student's capstone advisor. The Master's capstone should build on the relevant elective courses by each candidate (in consultation with program faculty) around an appropriate area of concentration (e.g., military medicine and ethics; military law and ethics; psychology, history, or literature). Distribution of the 6 credits over one or two semesters will be decided through consultation with the student's MA advisor. This course will also fulfill the SAGES capstone requirement for undergraduate students enrolled in the Military Ethics MA through the IGS program. For these students, the capstone must be presented publicly either at Intersections or at an annual Philosophy Department event for other capstones and honors theses. Counts as a SAGES Senior Capstone course.

PHIL 699. Advanced Tutorial and Dissertation for Candidates in fields related to Philosophy. 1 - 3 Units.

This course enables students in departments offering the Ph.D. to pursue intensive directed study with a faculty member in Philosophy, on philosophical aspects of their dissertation topic. Students should consult with the instructor and with their dissertation director before enrolling.