

## **Philosophy Graduate Course Offerings Winter 2021**

PHIL 524: Food Justice  
Professor Jill Dieterle  
Remote/synchronous T/Th 12:30 – 1:45

The phrase “food justice” is often invoked to highlight a range of ethical issues concerning food, including but not limited to: food production and the rights of agricultural laborers, inequities in food distribution within nations and between them, the corporatization of the food system, and the lack of democratic control over how food is grown, harvested, and distributed. As, such “food justice” has emerged as an important organizing concept for those interested in the complex forms of inequality and injustice that permeate and sustain food systems across the globe. Food injustices tend to track other injustices. Traditionally oppressed groups, such as communities of color and those living in poverty, are disproportionately affected by food insecurity. Structural racial inequalities are prominent in every facet of contemporary food systems, from employment, to land ownership, to food access. Food insecurity is more common in households affected by disability, and it also tends to be more severe. In PHIL 424W/524 Food Justice, we will explore and analyze inequities such as those discussed above.

*PHIL 524 counts as a course in the Social Justice Division of the Philosophy M.A. Program.*

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PHIL 529: Topics in Environmental Philosophy  
Professor Michael Scoville  
Remote/synchronous T/Th 2:00 – 3:15

This iteration of PHIL 529 will focus on a variety of normative issues raised by climate change and our relationship to future generations. The course is divided into three parts. In part one, we’ll work through some foundational philosophical

texts on social justice. Then, we'll study a recent book aimed at informing global climate policy (specifically, in the institutional context of the United Nations Framework Convention on Climate Change). In part three, we'll turn our attention to a different set of considerations that bear on our normative thinking, namely, reasons to care about future generations (and hence about the effects of climate change, among other things) that are based on agents' attachments to particular others, projects, places, and so on. The discussion of attachment-based reasons decenters, without abandoning entirely, justice-based and other moral reasons to care about climate change. One of the deeper disputes we'll explore in the course of our study is what sorts of reasons have, or can plausibly be claimed to have, normative authority and motivational force for situated agents.

*PHIL 529 counts as a course in the Social Justice Division of the Philosophy M.A. Program.*

*PHIL 529 is repeatable for credit, as long as the topic is different.*

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## PHIL 542: Philosophy of Mind

Professor John Koolage

Remote/synchronous T/Th 11:00 – 12:15

In this iteration of Philosophy of Mind, we consider and reflect on three areas of research. First, we will consider some classic ideas, primarily arguments for dualism and physicalism. We will focus on understanding these classic philosophical views in relation to (anti)reductivism and (epistemic) pluralism. Second, we will engage with Cognitive Science, studying the contrast between Classic Representationalism and Embodiment. Here we will read work by Larry Shapiro and Andy Clark, our goal will be to explore the limits of the classic view and the importance of the newer views in a good Cognitive Science. Third, we will explore Folk Psychology, reading either Shannon Spaulding's new book or Kristin Andrews' slightly older book about animal cognition and folk psychological pluralism.

*PHIL 542 counts as a course in the Methods Division of the Philosophy M.A. Program.*

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## PHIL 602: Teaching Seminar and Practicum

Professor Peter Higgins

Remote/synchronous and in-person MW 2:00 – 3:15

This course will survey contemporary work related to the teaching of philosophy and the philosophy of teaching philosophy. Students will also engage, in a discipline specific way, with the scholarship of teaching and learning. The course will provide students with meaningful, practical experiences, with the goal of preparing them to teach philosophy at the college level. Most class meetings will be virtual, but we will meet in-person for a few classes, primarily in the second half of the semester. This course is required for Graduate Assistants who wish to be considered for the opportunity to teach their own 100-level course in subsequent semesters.