

## **Philosophy Graduate Course Offerings Winter 2024**

PHIL 548: Environmental Values, Justice, and Policy  
Professor Michael Scoville  
T/Th 12:30 – 1:45

In this course, we'll explore philosophical perspectives on nature, value, and justice, and consider how those perspectives are relevant to environmental decision-making and policy. We'll start by working through some texts that aim to clarify concepts of nature that are important for environmental decision-making and policy. Then we'll turn to some foundational texts on social justice, giving special attention to the influential theories of John Rawls, Martha Nussbaum, and Elizabeth Anderson. Following that exploration, we'll study several chapters from a recent book by political philosopher Darrel Moellendorf in which the tools of normative philosophy are used to inform and critique global climate policy (specifically in the institutional context of the United Nations Framework Convention on Climate Change). Over the course of the semester, we'll consider a number of specific issues and debates, including: concepts of nature relevant to public policy discussions; the relation of concepts of nature to value and normative reasons; what we owe each other as a matter of justice (with sensitivity specifically to environmental dimensions of what we owe each other); how to reconcile global poverty-alleviation and human development goals with environmental protection in the context of global climate policy; and the plurality of values and reasons relevant to supporting and motivating environmental action and policy.

*PHIL 548 counts as a course in the Social Justice Division of the Philosophy M.A. Program.*

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PHIL 572: Philosophy and Narrative  
Professor Laura McMahon  
MW 2:00 – 3:15

This course explores two interrelated themes: 1) the centrality of narrative—personal and historical—in our self-understandings and in our capacities for personal and collective transformation; and 2) the power of literature and film to bring to life philosophical ideas of powerful significance in human existence. We will study works of philosophy attending to the nature of lived experience by figures such as Jean-Paul Sartre, Maurice Merleau-Ponty, and John Dewey, as well as works by philosophical thinkers reflecting on the central role played by narrative in our self-understandings—personal and historical—such as Susan Brison, Donnel Stern, and Saidiya Hartmann. We will also engage with works of literature and film throughout the course.

*PHIL 572 counts as a course in the Methods Division of the Philosophy M.A. Program.*

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PHIL 581: Philosophy of the Life Sciences  
Professor John Koolage  
T/Th 2:00 – 3:15

Philosophy of the Life Sciences focuses our philosophical curiosity on questions internal to some of our most interesting sciences. In this iteration of the class, we will cover some helpful feminist and general philosophy of science, including a brief exploration of theories, social-procedural objectivity, and evidence. However, I hope to spend the bulk of our class time on Philosophy of Psychiatry, where we will focus on at least one oddity of the DSM, and on Philosophy of Biology, where we will focus on the idea of epigenetics. To this end, we will read, at least, Philosophy of Psychiatry by Jon Tsou and The Maternal Imprint by Sarah Richardson. I am certain we will also read some excerpts of work by Elliott Sober, Helen Longino, Nelson Goodman, Ian Hacking, and Kristin Andrews, who have projects directly related to those found in our two books. Students should come away with a set of philosophy of science ideas and tools that are widely applicable, as well as some experience with how these ideas and tools can benefit scientific research programs. No prior knowledge of the sciences is required

*PHIL 595 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 Kris Phillips  
MW 12:30 – 1:45

In this course, we will consider the aims, scope, and purpose of a philosophical education in order to provide a theoretical grounding for our engagement with the scholarship of teaching and learning within philosophy. The course will provide students with the tools necessary to become an effective learner-centered philosophy instructor, as well as practical experiences with curriculum design, learning assessment, and classroom instruction.

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