

Fall 2019
Graduate Course offerings

If you need advising, contact Professor Kate Mehuron at kmehuron@emich.edu

PHIL 520: Ethical Theory
Professor J. Michael Scoville
TTh 2-3:15

This course will explore contemporary philosophical work on the nature of values and valuing, the logic of evaluative attitudes, and the normative reasons agents have. Specific topics to be discussed will likely include: valuing as a distinctly rational attitude; the role of the emotions in valuing; the objective, subjective, and social aspects of value and valuing; the temporal structure of certain evaluative attitudes (such as regret, resentment, guilt, hope, and affirmation); the relation of valuing to living a good life; the diverse types of normative reasons (e.g., impersonal or agent-neutral reasons versus agent-relative or positional reasons; moral versus nonmoral normative reasons); the relative importance of different types of normative reasons; and arguments for value pluralism. To appreciate the complexity and significance of these topics, we'll study recent (or relatively recent) scholarship in moral philosophy, focusing on works from (e.g.) Bernard Williams, Elizabeth Anderson, T. M. Scanlon, Samuel Scheffler, Susan Wolf, and R. Jay Wallace.

PHIL 520 counts in the Social Justice category of the Philosophy MA program.

PHIL 526: Topics in Feminist Philosophy: Privilege
Professor Peter Higgins
MW 2:00 - 3:15

"It is a fundamental claim of feminism," Marilyn Frye argues, "that women are oppressed." According to Frye (and virtually every other feminist philosopher) to say that a group is oppressed entails that there is another group that is "privileged." What

does it mean to say that a group is privileged? Is it true that there is a privileged group for every group that is oppressed? Should we conceive of 'oppression' differently? The purpose of this class is to attempt to answer these questions and come to greater clarity about these fundamental concepts in social justice and feminist theory.

PHIL 526 counts in the Social Justice category of the Philosophy MA program.

PHIL 527: Social Epistemology
Professor Michael Doan
MW 11:00 – 12:15 p.m.

This course examines the social dimensions of knowledge production. Our focus will be on the dynamics of testimony, trust and trustworthiness within and among diverse communities of knowers; on the social production of ignorance and inaction; and on the relational dimensions of cognitive activities, such as perceiving, remembering and judging.

PHIL 527 counts in the Social Justice category of the Philosophy MA program.

PHIL 601: First-Year Seminar in Philosophy
Professor Kate Mehuron
TTh 3:30-4:45 p.m.

The first-year seminar in Philosophy will focus:

- Professionalization as advanced students of Philosophy, through practice with researching, writing and revising original work, public presentations, and philosophical practices in the community
- Study of philosophical topics related to philosophies of education, styles of philosophical writing, and philosophical practices in the community

PHIL 601 is a requirement for first-year students in the Philosophy MA program. It is limited to first-year students in the Philosophy MA program.

PHIL 602: Teaching Seminar & Practicum
Professor John Koolage
TTh 11:00 - 12:15

In this class we explore, both philosophically and by practice, teaching and teaching related ideas and issues. We will read work by philosophers about philosophy teaching (including Dave Concepcion and Plato), we will read some learning theorists and practitioners (including bell hooks and L. D. Fink), and some metaphilosophy. The purpose of the class is threefold. We will learn about teaching and learning and practice skills related to learner centered teaching, including course design and learning activity design. We will learn about the scholarship of teaching and learning, which uses disciplinary tools to study teaching and learning. And, we will learn about metaphilosophy and its role in the teaching of philosophy. Students will participate in classroom observations of teaching, practice teaching skills, and reflect on our own views of philosophy and its place in higher education.