Phil 6330 | Problems in Ethics  
Dr. James South, Fall 2021  
Extended Course Description

A seminar on the thought and influence of G.E.M. Anscombe, from her interactions with Wittgenstein’s thought, her theory of intention, and her work on ethics. Anscombe is perhaps the most important female Catholic philosopher of the 20th century and her thought is a challenging renunciation of much of the Western philosophical tradition in the face of secularization. Not only will we discuss central essays and works (e.g., “Modern Moral Philosophy,” “Causality and Determination,” “The First Person,” “Mr. Truman’s Degree,” “War and Murder,” and “Contraception and Chastity,” and Intention, we will look at the way her thought continues to influence contemporary thinkers such as Cora Diamond, Alice Crary, and Candace Vogler. Students will be evaluated on class discussion (25%), class presentation of a research project (35%) and a final paper (40%). (N.B.: This course could be a CATH course.)

Phil 6450 | Philosophy of Mind  
Dr. Anthony Peressini, Fall 2021  
Extended Course Description

(T 4-6:45 PM)

In this course we will focus on the issue of the qualitative properties of conscious experience, i.e., qualia. We will begin by developing (quickly) some background in philosophy of mind, tracing qualia’s pre-history (prior to Nagel’s “What is it Like to be a Bat” article). We will then examine the various manifestations of it and purported solutions in the consciousness debate, paying special attention to emotions. The goal will be to attain a sense of how the issue of the qualitative aspect of consciousness has been addressed by contemporary philosophy. The philosophical orientation of our inquiry will be a “naturalistic” variety: science friendly and metaphysically wary (i.e., wary of “traditional” or “heavily” metaphysical approaches).

Texts: John Heil, Philosophy of Mind: a Contemporary Introduction; assorted readings including work from Nagel, Chalmers, Dretske, Prinz, Nichols, Searle, Stitch, Block and scientists working in neuro and cognitive science.

Assignments: weekly writing assignments, and independent research paper.

Phil 6470 | Problems in Metaphysics  
Dr. Michael Wreen, Fall 2021  
Extended Course Description

This course is a critical survey of a number of issues in contemporary metaphysics, with a focus on ontology. Topics covered will include why there is something rather than nothing, ontological commitment, bare particulars, universals, tropes, and possible worlds. Readings from van Inwagen, Rescher, Parfit, Nozick, Quine, Carnap, Alston, Allaire, van...
Cleve, Casullo, Wolterstorff, Kripke, Lewis, and others. Tentative texts from among the following: Wolterstorff, On Universals; Lewis, On the Plurality of Worlds, and a number of D2L postings. Three seminar papers and a term paper.

Phil 6953 | Seminar on Ancient Philosophy
Dr. Owen Goldin, Fall 2021
Extended Course Description
(MW 2-3:15 pm)
The study of Early Greek Philosophy is of special interest, for insight into what is distinctive about Western philosophy requires examining the philosophical speculation out of earlier myth and wisdom traditions. It is also essential for the understanding of later Greek thought, as Plato, Aristotle, the Stoics and Epicureans all understood themselves to be responding to the challenges of the Presocratics and Sophists. There will be a special emphasis on ontology, epistemology, cosmology, and ethics. We will be using the new 9 volume Loeb Classical library collection *Early Greek Philosophy* (eds. Laks and Most) with secondary literature available online. (The Loeb volumes are available electronically through Raynor but I will be strongly recommending that you buy at least some of these.)

Phil 6954 | Seminar on Early or High Medieval Philosophy
“Aristotle and Aquinas on the Human Soul”
Dr. Richard C. Taylor, Fall 2021
Extended Course Description
(Thu 09:00-11:40 AM)
This Marquette University (MU) course is taught in collaboration with the annual graduate course *Aquinas in Context* at the Katholieke Universiteit Leuven (KUL) in Belgium taught by both Prof. Andrea Robiglio and Prof. Richard Taylor. Responsibility for grading at MU is with Prof. Taylor.

Philosophical Content:
The major focus of this course is the human soul in relation to body and to intellect in Aristotle and in Thomas Aquinas.

The first systematic account establishing the science of the soul or human life principle was set out in Greek by Aristotle (d. 322 BCE) in his *De Anima*. There he provides a detailed account of the relation of body and soul together with explanations of the nature of sensation, internal processes of perception and calculation, the nature of thought, and the issue of the separability of soul or part of it from body. And in his *Nicomachean Ethics* he develops this into an ethical conception human fulfillment in happiness (*eudaimonia*).

Aristotle and thinkers of the medieval Arabic, Hebrew and Latin traditions of philosophy provided insights that Thomas Aquinas drew upon in forming his unique conception of the soul as form of the body (with Aristotle and Ibn Rushd / Averroes) and as something that persists in existence after the death of the body (with Avicenna and Augustine & the European Christian

**MU Grading:** Student team presentation 25%, student participation 25%, final course paper 50%. Weekly attendance is mandatory and constitutes part of the participation grade. For more details, see the website at [http://richardctaylor.info/aristotle-aquinas-on-the-human-soul/](http://richardctaylor.info/aristotle-aquinas-on-the-human-soul/).

**Course Structure:**
Part 1 (MU only): 26 August - 23 September
Lectures and intensive introductory study of key texts of the Aristotelian tradition of philosophical psychology.

Part 2 (MU & KUL) 23 September - 9 December
After an introduction to MU and KUL students of the course and its structure at class on 23 September, we will proceed with a new class format. Students will be provided with assigned readings and video lectures to be studied before class meetings since this will be largely a ‘flipped course’ with most class time devoted to discussion. Detailed instructions on the format for weekly student team presentations will be provided on the online detailed course syllabus to be made available in late Summer 2021. A draft syllabus with additional information is available at [http://richardctaylor.info/aristotle-aquinas-on-the-human-soul/](http://richardctaylor.info/aristotle-aquinas-on-the-human-soul/).

Part 3 (KUL only) 16 & 23 December

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**Phil 6959 | Seminar in Philosophy**

“The Philosophy of Microaggression”

Dr. Javiera Perez Gomez, Fall 2021

**Extended Course Description**

(Th 4:00-6:45pm.)

Microaggressions are said to be subtle but harmful slights or insults directed at members of various marginalized groups as they interact with individuals as well as institutions. Standard examples of microaggression include a Black person being complimented for being articulate, a person who “looks” Hispanic being told that her English is great, or a person who “looks” Asian being asked for help with a math problem. In each case, a problematic background belief about the recipient’s social group seems to be communicated: that Blacks are not articulate, that Hispanics are not American or do not speak English, and that Asians are naturally good at math. Such incidents may seem innocuous—and perhaps they would be if they were isolated. But they are rarely isolated; rather, they tend to occur repeatedly and in various spheres of life, such that, overtime, they can begin to take a toll on their targets: for instance, by causing harmful psychological states such as alienation and self-doubt.

This course addresses some of the central philosophical questions regarding microaggression. It also aims to help students develop some of the skills required to publish in philosophy. Our guiding questions will be: What makes an action a microaggression? Do agents make epistemic errors when they commit microaggressions? What exactly are the harms and wrongs of
microaggression? How should we think or responsibility and blame for committing a microaggression? How should we—as perpetrators, targets, and bystanders—respond to microaggression? We will pay particular attention to some of these questions in the context of healthcare and higher education.