



SAINT LOUIS UNIVERSITY
MADRID

PHIL 4850 M01: Value, Mind, and God
Fall 2017

Class days and time: TR 12:30-13:45

Classroom: SIH A

Prerequisites: PHIL 1050, PHIL 2050

Credits: 3

Instructor: Welch

Instructor's email: jwelch7@slu.edu

Instructor's campus phone: 91 554 5858, ext. 209

Office: SIH 307

Office hours: MWF 12:00-14:00 and by appointment

Course Goals and Student Learning Outcomes

The sciences are unsurpassed at discovering knowledge. But the output of the various sciences is separate bodies of knowledge; no science synthesizes their specialized results to form a comprehensive view of the world. Nevertheless, the attempt to do so is one of the traditional functions of philosophy. To progress in this synthesizing work is the objective of this course. Think of it as a philosophical workshop for developing your sense of the way things are. How do you see the world? What are your values? How do you understand the human mind? What do you think about God?

Students who successfully complete this course will be able to:

- discover how to choose a theory rationally from a set of rival theories
- apply this knowledge in the case of rival ethical theories
- grasp the usefulness of this procedure in making concrete ethical decisions
- survey the range of contemporary views on the nature of the mind
- critically assess the merits and demerits of these views
- canvass the principal philosophical options concerning divinity
- determine, by one's own lights, which of these views is most adequate.

Course Description

The course is divided into three sections, each of which is reflected in the course title.

1) Value

Ethics treats values; the sciences gather facts. Hence ethics and the sciences have little in common—or so goes the usual view. The usual view cannot be all wrong, yet ethics and the sciences have deep, and often unnoticed, affinities. To see what they are, we will be doing some conceptual anatomy. We will uncover the underlying structure of a scientific theory, and we will see that much the same thing can be done for an ethical theory. Knowing what this latter structure is can help us with our ethical decisions.

2) Mind

What is a mind? Is it just a brain? Or is it different from, though somehow connected to, the brain? Or, alternatively, is a mind not an entity at all? We will be examining these issues as they emerge in contemporary philosophy of mind. Though the sheer variety of contemporary views can be overwhelming, we will try to narrow the field to a few viable options. We will also relate these options to one of the major stumbling blocks in forming a worldview: the issue of free will and determinism.

3) God

William James said that the child's world is a "blooming, buzzing confusion," and so it is. But as children grow up, they make sense of the world—or think they do. Unfortunately, our views of the world can be radically mistaken. What is your worldview? Why is it yours? How does it conceptualize religious experience? To help us cope with these issues, we will examine some worldviews held by a number of prominent philosophers. We will pay particular attention to the way each handles the theme of divinity.

Required Texts and Materials

The text for the course is *Philosophy: The Quest for Truth*, 9th ed., ed. Louis P. Pojman and Lewis Vaughn (Oxford University Press, 2014). This text contains all but a few of the required readings, and it will be used for both class discussion and your paper. It is required and available in the bookstore. Additional course materials can be found on SLU's intranet, which can be accessed via the Blackboard Learn server.

Required Reading

Unless otherwise noted, reading assignments are from the Pojman and Vaughn anthology. The numbers that preface assignments in the list below correspond to the numbering in this anthology. Each set of readings should be done while we cover that section in class. Unannounced quizzes will be given on the readings. To give you credit for doing the readings, quiz scores will be averaged into the participation grade for the course.

1) Value

I. Excursus: A Little Bit of Logic (pp. 33–44)

VI.60. Joel Feinberg: Psychological Egoism

III.24. René Descartes: Cartesian Doubt and the Search for Foundational Knowledge

III.34. David Hume: Skeptical Doubts Concerning the Operations of the Understanding

Blackboard. Larry Laudan: The Reticulated Model

VI.62. John Stuart Mill: Utilitarianism

VI.61. Immanuel Kant: The Moral Law

Blackboard. William Frankena: Mixed Deontology

VI.63. Aristotle: The Ethics of Virtue

VI.64. Virginia Held: The Ethics of Care

2) Mind

IV.36. René Descartes: Substance Dualism

IV.37. Gilbert Ryle: Exorcising Descartes' "Ghost in the Machine"

IV.39. Paul Churchland: On Functionalism and Materialism

IV.41. Thomas Nagel: What Is It Like to Be a Bat?

- IV.43. David Chalmers: Property Dualism
- V.49. Baron d'Holbach: We Are Completely Determined
- V.50. William James: The Dilemma of Determinism
- V.54. Harry Frankfurt: Freedom of the Will and the Concept of a Person

3) God

- II.5. Thomas Aquinas: The Five Ways
- II.6. William Lane Craig: The *Kalam* Cosmological Argument and the Anthropic Principle
- II.7. Paul Edwards: A Critique of the Cosmological Argument
- II.8. William Paley: The Watch and the Watchmaker
- II.9. David Hume: A Critique of the Teleological Argument
- II.16. Blaise Pascal: Yes, Faith Is a Logical Bet
- II.17. W. K. Clifford: The Ethics of Belief
- II.18. William James: The Will to Believe

Grading and Attendance

A university course is a collaborative effort among students and professor. A final grade should reflect the student's contributions to this effort throughout the entire course—not just exam and paper days. In this course, then, final grades are calculated as a weighted average of four scores: two exams, a paper, and participation. The scores are weighted as follows:

First exam:	21%
Paper:	27%
Final exam:	33%
Participation:	19%

Exams and paper: The exams must be taken and the paper turned in on the dates assigned (see course calendar below). Violations of this policy will result in the loss of a grade point (from B to C, for example) in all but the most exceptional cases.

Participation: This component of your final grade is based on attendance, quizzes on the readings, oral and written exercises, effort, and punctuality. Meaningful participation requires regular class attendance. Students with six or more absences can expect that their final grade will be no higher than C+ and will probably be lower. Cell phones are to be switched OFF in class. Computers are to be used SOLELY for taking class notes. Students are expected not to interrupt class by leaving the room and returning during the class period.

Fall 2017 Course Calendar

September 17	Drop/Add ends; last day to choose Audit or Pass/No Pass options
October 10	First exam
October 30	Last day to drop a course with a grade of W
November 2	Registration for spring begins
November 16	Paper due
December 20	Final exam (12:00-14:00)

Academic Integrity

Please note that, as a student in this course, you are required to adhere to the university's Academic Integrity Policy. Cheating, falsification, and plagiarism are strictly forbidden. Plagiarism is the intentional representation of someone else's thoughts or words as if they were one's own. Any violation of this policy will result in an F for the pertinent academic exercise. In addition, the violation will be reported to the chair. In consultation with the professor, the chair will write a report, which will then be sent to the Madrid Campus Committee on Academic Honesty.

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at <https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>. Additionally, SLU-Madrid has posted its academic integrity policy online: <https://www.slu.edu/madrid/academics/student-resources/academic-advising/policies-and-procedures#43>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

University Title IX Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Students with Special Needs

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <https://www.slu.edu/madrid/campus-life/student-services/disability-services>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Assessment

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

E-mail

Campus and course announcements will often be handled by e-mail. Students should check their "@slu.edu" e-mail regularly.