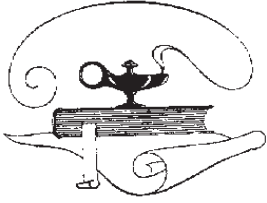


# The Lantern



Philosophy Newsletter for Students

Volume 16, Number 2

Spring 2015

## Law School? Grad School? What's it All About? Hear from Those Who Know.

Thinking about law or graduate school? We contacted some recent graduates to find out what the experience has been like for them. Ashley Rogers ('12) is completing her third and final year at John Marshall Law. She's worked on their law journal and has a job there helping other law students with their writing. Alex Richardson ('13) is in his second year in the graduate program in Philosophy at the University of Tennessee. In addition to taking classes, Alex now has teaching responsibilities of his own.

### How has day-to-day life changed?

Ashley: The workload in law school is significantly higher. Reading sometimes dense material as an undergrad certainly helped with reading case law. The Socratic Method is certainly a change. I had one professor who picked a name from the roll, and that was the person for the entire day (whether you were prepared or not). I understand why he did this, but when the student wasn't prepared it was a detriment to the class as we struggled with the lesson. Also, law school seems to be more formal. For instance, my professors only call me 'Mrs. Rogers.' Writing so many papers in undergrad helped. I am publishing a paper next month. However, the

biggest change is probably testing. For the most part the final exam is the only grade in the class.

Alex: It's much more of a balancing act now. Not only are there classes to attend and their associated assignments, but I now balance that with teaching undergraduates (and the administrative landslide related to that), a very vibrant academic culture (student presentations and organizations within the department, almost weekly colloquium talks with some big names in the field, etc.)—there's almost always something going on. It can definitely get overwhelming, but much can be said of immersion as a learning experience—I feel enormously more experienced and knowledgeable.

### Have you learned something you would have liked to know before you started law/grad school?

Ashley: I would have benefited my first year from studying throughout the semester for the final, as opposed to a couple of weeks beforehand. Also, law school is a HUGE time commitment! Often family and friends don't quite understand and become frustrated.

Alex: If an undergraduate education doesn't take you for a ride from a time-management standpoint, a graduate one certainly will. I wasn't terrible in this respect when I was an undergraduate, but it was perhaps one of the biggest shocks. As a graduate student, you'll juggle more commitments in any given few weeks than you might in a semester-long undergraduate endeavor. I underestimated it quite a bit. Preparation is key—days *(continued on p. 2)*

### IN THIS ISSUE

Philosophy Honor Society

Summer and Fall 2015  
Course Descriptions

Registration Information

Philosophical Society

Meeting of the Minds

Lecture Series Information

Summer Reading  
Recommendations

## PHILOSOPHY HONORS SOCIETY

The Georgia Iota chapter of Phi Sigma Tau is West Georgia's philosophical link to the world of honor societies. The chapter consists of students who have demonstrated outstanding academic achievement and a sincere interest in philosophy. Founded to recognize and reward philosophical scholarship, the chapter provides both an academic and a social environment for its members.

### Criteria for Membership:

- ◆ a 3.0 overall GPA,
- ◆ the completion of at least two philosophy courses,
- ◆ a GPA higher than 3.0 in all Philosophy courses taken,
- ◆ the completion of 45 hours of coursework.

For more information, go to <http://www.westga.edu/~pst> or contact Dr. Riker ([wriker@westga.edu](mailto:wriker@westga.edu)) if you are interested in applying for membership.

(continued from p. 1)

where you forget to read, space out in class (things we all do from time to time), aren't easy to recover from.

### 3. Have you enjoyed the experience?

Ashley: Though there have been MANY late nights and a lot of stressful finals weeks, I have sincerely enjoyed my experience. Law school has helped shape me even more as a growing individual. I have developed a sense of confidence that was lacking in undergrad. I have also been afforded the opportunity to intern in different areas of law, to see what exactly I might enjoy doing after the bar. Also, I have met some great friends. Your first year is unique, in that you are put into a section of students and have all of the same classes together. This creates a bond and support group as you all struggle through '1L hell' together. Though at most schools, students are very competitive. My school doesn't grade on a curve, so there is less need to be competitive, but everyone still wants to be the best! For instance, I ended up 6th out of all of the 1L's my first year! That put me in the top 5%!

Alex: My experience has been a positive one. There are days when you wonder just what you've gotten yourself into and why. In my experience, these almost always give way to great experiences that remind you exactly why you're around. I've really grown to enjoy the atmosphere here—it's communal and supportive in a way that I never expected. Help is never far away, and neither is positive support. Moreover, the academic atmosphere exceeds expectations. I've been encouraged to pursue my own ideas and been exposed to innumerable new ones. I've had conversations about my work over meals with prolific scholars that I'd only read before. I can't understate the amount I've learned since starting at UT, it's been a great experience for me, and it keeps improving daily, as I do.

### 4. Any advice for others?

Ashley: Be sure you are ready. Law school requires time and dedication. There is no one there to remind you to do your reading, or to hide behind if you don't. The professors don't care if you are unprepared, you are just marked absent for the day. There is no, 'I'll do better on the next test,' as there is only one test. Make sure you have a good support group at home, and that you have clearly communicated that you will be less available throughout your time at law school.

Alex: Always take your [undergrad] coursework seriously as an investment for later—even when it seems boring, cruel or unusual. I can't tell you how many times I've looked back to notes on material from when I was an undergraduate that I mindlessly jotted down on days I thought to be particularly horrible. Also, don't consider yourself disadvantaged in coming from a school in small town Georgia, because other people generally won't. This was a fear I had that turned out to be largely unfounded.

## SUMMER 2015 COURSE DESCRIPTIONS



### Session I: May 4-May 20

**Phil 3220-01 Christian Thought**

**Dr. Mark Tietjen**

**MTWRF 1:00-4:25 p.m. (Pafford 306)**

This course examines the central doctrines and themes of Christian Thought, including God, the church, sin, and love. Students will be introduced to a wide range of primary texts from theologians both classical and contemporary. Attention will also be given to the practical implications of Christian Thought for human existence.

### Session II: June 1-July 24

**Phil 2030-01 Introduction to Ethics**

**Dr. Robert Lane**

**MWF 10:00-11:50 a.m. (Pafford 307)**

Everyone has beliefs about morality, and to some extent we all agree about what actions are right and wrong; for example, we all agree that murder is wrong and that helping those less fortunate than us is right. But there are many moral questions about which people disagree: is abortion immoral? what about physician-assisted suicide? is it wrong to spend money on expensive cars and homes when people in other parts of the world are dying from malnutrition? do non-human animals have rights? This course will enable you critically to evaluate your own beliefs about concrete ethical issues like these. We'll also be dealing with more theoretical questions, such as: where does morality come from? (God? society? or somewhere else?); what makes an ethical argument good or bad?; and what general rules or principles ought we to live by? No prior experience in philosophy is necessary, so if you want to start thinking critically about morality, this course is a great place to begin. Required for philosophy majors and philosophy minors. May count for credit in Core Area C2.

**Phil 4385-01W Special Topics: Truth and Reality Dr. Robert Lane**

**MW 2:00-4:30 p.m. (Pafford 308)**

This course will examine the philosophical concepts of reality and truth. Some questions that we will investigate are: What does the word 'reality' mean? Can we have knowledge of a mind-independent world, or is reality in some sense mind-dependent? Is human inquiry approaching an understanding of what is really the case, or is reality always relative to our conceptual scheme(s)? Do moral judgments ever objective, or are they simply reflections of our own sentiments? Are human traits like race and gender real? We will also examine various theories of truth. What do we mean by 'truth'? Who decides what is true? Is truth simply what is said to be true by convention? Could opposite statements both be true? Figures covered will range from the pre-Socratic philosopher Parmenides to contemporary philosophers including John Searle and Susan Haack. This course promises to challenge your ordinary conceptions of reality and truth. May be taken to fulfill philosophy major Area requirement A.

### Session III: June 2-June 25

**Phil 2010-01 Introduction to Philosophy**

**Dr. Walter Riker**

**MTWRF 12:30-2:45 p.m. (Pafford 306)**

In this course we will consider several central questions in philosophy. There are good prudential reasons for obeying the law—is there also a moral duty to obey it? Do we ever have a moral duty to break the law? Can we be free or responsible for our actions in a deterministic universe? Does “knowledge” require certainty, that is, that we cannot be wrong? Can we prove that God exists? If God is all-good, all-knowing, and all-powerful, then why does evil exist? As we consider answers to these questions, we will think about what it means to take a “philosophical” approach to a problem. Required for philosophy majors. May count for credit in Core Area C2.

### Session IV: June 29-July 24

**Phil 2020-01 Critical Thinking**

**Dr. Mark Tietjen**

**MTWRF 10:00 a.m.-12:15 p.m. (Pafford 305)**

This course addresses the basics of how to think critically and how to evaluate arguments. Students will learn to identify both well known argument forms and well known fallacies in reasoning. They will explore the importance of clear definitions, the role of emotion in argumentation, and how critical thinking skills might be useful in analyzing contemporary issues in politics, science, and religion. Students will apply skills they learn to philosophical texts and also to their particular major fields of study. Required for philosophy majors. May count for credit in Core Area B1.

## FALL 2015 COURSE DESCRIPTIONS

**Phil 2010-01 Introduction to Philosophy**

**Dr. Janet Donohoe**

**MWF 10:00-10:52 a.m. (Pafford 308)**

This course takes an historical look at major philosophical questions through the primary texts of such important philosophers as Plato, Aristotle, Descartes, Nietzsche, and Camus. Students are exposed to questions of what it means to be a human being, how to live the good life, what we can know, why we are here, whether there is a God, why there is evil in the world, and whether anything at all has meaning. Through the texts we learn not only the way that philosophers attempt to address these questions, but we also learn what it means to engage in philosophical thought and how the process of thinking philosophically can change our understanding of our own existence. Required for philosophy majors. May count in Core Area C2.

**Phil 2010-02 Introduction to Philosophy**

**Dr. Janet Donohoe**

**MWF 11:00-11:52 a.m. (Pafford 308)**

Same as above.

**Phil 2010-03 Introduction to Philosophy**

**Dr. John Garner**

**TR 11:00 a.m.-12:20 p.m. (Pafford 109)**

Philosophy as a Greek term means *love of wisdom*. While there have been many different historical iterations of philosophy as a discipline, nearly all scholars regard it, in general, as critical inquiry into the most important of life's questions. One of the best ways to be initiated into philosophy is to undertake a guided study of the significant figures, ideas, and revolutions in the history of Western philosophy. In this course, we will engage in an “open dialogue” with the philosophical tradition about topics such as the nature of value, knowledge, truth, and self-hood. Our aim is to develop an understanding of various historical responses to such questions, to help students become critical thinkers, and to expose students to a diverse range of views on the major branches of philosophy, namely: *ontology* (the study of what is or of what is real, as opposed to what is merely apparent); *epistemology* (the study of what is knowable, the limits of knowing, and how we know); and *practical philosophy* (the study of value, aesthetics, and politics). We will also sharpen our skills in reading, logic and critical thinking, argument assessment, and cordial but serious discussion.

**Phil 2010-05 Introduction to Philosophy**

**Dr. John Garner**

**TR 2:00-3:20 p.m. (Pafford 308)**

Same as above.

**Phil 2010-06 Introduction to Philosophy**

**Dr. John Garner**

**TR 3:30-4:50 p.m. (Pafford 308)**

Same as above.

**Phil 2020-01 Critical Thinking**

**Dr. John Garner**

**MW 2:00-3:20 p.m. (Pafford 308)**

This course provides an introduction to logical reasoning and critical thinking. We will focus on the nature and analysis of arguments, deductive and non-deductive reasoning, informal fallacies, and the uses of language. This course has many practical benefits. Every day we are met with commercials, political speeches, lectures, and theories offered by scientists, economists, philosophers, etc. In many of these situations, we are asked to accept some claim about what we ought or ought not to believe (e.g., either endorse or reject capitalism) or what we ought to do or refrain from doing (e.g., to smoke or not). Sometimes when people attempt to per-

suade us their reasons are good; other times they are not. How can we tell when others' reasons, or our own reasons, are good and when they are not? This course is about learning to reason well, to make good arguments and present them to others, and to evaluate the arguments of others. Required for philosophy majors. May count for credit in Core Area B1.

**Phil 2020-02 Critical Thinking Dr. John Garner MW 3:30-4:50 p.m. (Pafford 308)**  
Same as above.

**Phil 2020-03 Critical Thinking Dr. Mark Tietjen TR 11:00 a.m.-12:20 p.m. (Pafford 308)**  
This course addresses the basics of how to think critically and how to evaluate arguments. Students will learn to identify both well known argument forms and well known fallacies in reasoning. They will explore the importance of clear definitions, the role of emotion in argumentation, and how critical thinking skills might be useful in analyzing contemporary issues in politics, science, and religion. Students will apply skills they learn to philosophical texts and also to their particular major fields of study. Required for philosophy majors. May count for credit in Core Area B1.

**Phil 2030-01 Introduction to Ethics Dr. Walter Riker MWF 10:00-10:52 a.m. (Pafford 109)**  
Helping starving people in other places could reduce our standard of living. Are we morally obligated to do it anyway? One function of criminal punishment is to say something about who we are and what we expect from others. What do we say when our government executes someone? We can enhance our human capacities through genetic manipulation or the implantation of computers under our skin. Would it be a good idea to do this? Should parents be able to modify their children? These and other contemporary moral problems will be discussed in this class. We will also examine the source and nature of morality itself. Does it come from God? If not, then where does it come from? Wherever morality comes from, what is it really about? Is it about increasing human happiness and health? Is it about doing the right thing, regardless of the consequences? Is it about following the right rules or being the right kind of person? Who counts, morally speaking? Humans, animals, plants, ecosystems?  
Required for philosophy majors. May count for credit in Core Area C2.

**Phil 2130-01 Introduction to World Religions Dr. Rosemary Kellison TR 9:30-10:50 a.m. (Pafford 308)**  
This course revolves around two central questions: how has the world shaped religion(s), and how have religions shaped the world? As we move through an introductory survey of some of the world's major religious traditions, including indigenous religious traditions, Hinduism, Buddhism, Judaism, Christianity, Islam, and selected new religious movements, we will pay special attention to the ways in which these traditions have been shaped by historical, political, and geographical changes in the world—and will also consider how these traditions and their communities have influenced these changes. Over the course of the semester, we will seek both to understand the significance and relevance of religion in world history and to begin to grapple with some of the important philosophical questions addressed within religious communities as well as by those who study them.

**Phil 3100-01 Ancient and Medieval Philosophy Dr. Mark Tietjen TR 9:30-10:50 a.m. (Humanities 205)**  
This course explores philosophers including Plato, Aristotle, Augustine, and Aquinas and seeks to make their philosophical thinking relevant to that of their modern and contemporary successors. Required for philosophy majors.

**Phil 3140-01W Existentialism Dr. Janet Donohoe MWF 1:00-1:52 p.m. (Humanities 205)**  
This course examines both atheist and religious existentialism through the texts of major existential thinkers such as Dostoevsky, Nietzsche, Sartre, Camus, DeBeauvoir, and Kierkegaard. Students are encouraged to think through the big questions existentialists raise about the meaning of human existence including whether there is any purpose for our existence, how we define ourselves, whether there are any reasons to be moral, and whether human existence is inherently meaningful. We will analyze theories in terms of the ramifications for the way we live our lives.

**Phil 3205-01 Religious Texts Dr. Rosemary Kellison TR 11:00 a.m.-12:20 p.m. (Humanities 205)**  
Through an exploration of both scriptural and non-scriptural religious literature, as well as critical scholarship regarding the canonization and interpretation of religious texts, this course considers the various roles played by texts in religious traditions and related political movements and events. Students will read religious texts of a variety of genres and from a variety of traditions, becoming familiar with shared and diverse themes in such texts. Secondary literature will aid students in becoming stronger critical readers of religious texts, considering such factors as the authorship, transmission, historical context, and argumentation style of such texts. Special attention will be paid to the ways in which religious communities receive, use, and react to religious texts, both within their own communities and in relationship with others.

**Phil 4110-01 Philosophy of Law Dr. Walter Riker MWF 11:00-11:52 a.m. (Humanities 205)**  
Suppose a city has a law that says "no vehicles in the park." Now imagine that a garbage truck is stopped by a police officer for driving in the park. The driver says that garbage is normally picked up by hand, but that there was an unusually large amount to pick up on this day, and it would have taken too long to remove it by hand. The driver admits to knowing about the law, but says she didn't have another option. Has the driver broken the law? Does she deserve the same punishment as joy-riding teens would? Did the police officer do the right thing? What should a judge do? Would this same law prevent a veteran's group from building a monument around a tank in the park? Would it mean that car groups could not hold car shows in the park? Would it mean that ambulance drivers should not cut through the park when retrieving or moving patients? Can little Sally ride her tricycle in the park? This case suggests some of the issues we'll consider in this course. What is law, and what is it supposed to do? What is law's connection to morality? How should judges interpret law? What should the law be?

**Phil 4120-01 Professional Ethics Dr. Walter Riker MWF 2:00-2:52 p.m. (Humanities 205)**  
The "professions" are traditionally understood to be those occupations that require extensive training, significant intellectual work, and service to society. Members of the professions often serve clients—people who hire or come to them just for their special knowledge—and have a great deal of autonomy in how they do their work. The list of professions includes physician, lawyer, members of the clergy, engineers, accountants and others in business, nurses, and several others. In this course, we will examine ethical issues common to these occupations as professions, including, but not limited to, the following: When, if ever, are members of the professions morally permitted to withhold services from clients? When, if ever, are they morally permitted, or even morally required, to deceive a client for the client's own good? To what extent is informed consent possible in the professional/client relationship, given the asymmetries in knowledge that cause clients to seek the help of professionals in the first place? When, if ever, are members of the professions morally permitted or required to violate a client's confidentiality and reveal to others what they learn from or about a client? When, if ever, can someone violate the confidentiality of an employer? Should a person ever be barred from entering the professions for reasons of character? Does professional training cause morally regrettable but nevertheless necessary deformations of a person's character?

**Phil 4300-01W Senior Seminar Dr. Rosemary Kellison TR 2:00-3:20 p.m. (Pafford 309)**  
Senior Seminar is the capstone course in the study of philosophy at UWG, and is required for all Philosophy majors who will graduate in Fall 2015, Spring 2016, or Summer 2016. The course will be conducted in a traditional seminar style, with students assuming a leadership role in the classroom. Each student will also produce a sophisticated philosophical paper related to the topic of the course; we will spend significant time on the development, drafting, and revision of this paper. The 2015 Senior Seminar will focus on philosophical discussions of the proper role of religion (if there is such a role) in a democracy. Using John Rawls's famous discussion of public reason as a starting point, we will explore and critically assess several contemporary positions on this issue. We will also consider how this debate has been implicated in various current political issues. All philosophy majors planning to graduate before December 2016 should register for this section of Senior Seminar.

## Registration is Nearly Here!

Remember, if you are a philosophy major, you are required to meet with your advisor before you will be able to register for classes next fall. You may have already heard from your advisor, but if you haven't, you may want to swing by his or her office to see if you can sign up for a time for advising. The registration schedule is listed below, so be sure to meet with your advisor before your time to register.

### On-Time Registration Dates for Currently Enrolled Students\*:

Current Seniors & all Grad-level students – March 23

Current Juniors ss# ending in 50-99 – March 24

Current Juniors ss# ending in 00-49 – March 25

Current Sophomores ss# ending 50-99 – March 26

Current Sophomores ss# ending 00-49 – March 27

Current Freshmen ss# ending 00-49 – March 30

Current Freshmen ss# ending 50-99 – March 31

**Open Registration Begins April 6, 2015\*\***

\*Currently enrolled students are those taking courses in the current term - spring 2015

\*\*Students who are currently serving a one term suspension, are readmitted, or are admitted as a transient must wait until Open Registration to register.

## Philosophy Program Sponsors Lecture Series: Ethics and Society

The Philosophy Program has received funding from the College of Arts and Humanities Dean's office for a lecture series for the second year in a row. The series is called "Ethics and Society" and will bring two different speakers to Carrollton. All students and faculty are invited as are members of the Carrollton community. This year the theme of the speaker series is environmental philosophy.

**March 11, 2015 6:30pm Neva Lomason Memorial Public Library**

**Dr. Cynthia Willett**

Professor of Philosophy at Emory University

The talk is titled "Interspecies Ethics: Meditations on Cosmopolitan Peace" Dr. Willett will be discussing our interconnectedness with non-human animals and how we share affective responses with our fellow creatures. She provides many examples of ways in which such interspecies engagement offers an alternative view of ethics and peace.

**April 1, 2015 6:30pm Neva Lomason Memorial Public Library**

**Dr. John Nolt**

Professor of Philosophy at University of Tennessee

The talk is titled "Counting the Moral Costs of Global Climate Change"

Dr. Nolt will be talking about two clear measures of the moral costs of climate change, which are human casualties and biodiversity loss. He is interested in how we count such costs and how we can grasp their moral significance.

## INTERESTED IN PHILOSOPHY?

### Join the West Georgia Philosophical Society

Enjoy open discussions on every imaginable topic? Then you should join the West Georgia Philosophical Society. The Society is a registered student organization that meets every other week for lively discussions of philosophical topics. In the past, discussion topics have ranged from the role of technology in our lives, to the apparent incompatibility between determinism and the belief in human free will, to the question of whether humans are naturally good or bad. All students, regardless of background or experience, are invited to join. Meetings, typically held in TLC 2237, take place on a varied schedule to accommodate as many students as possible; meeting dates are announced via email and Facebook. If you would like more information about the Society's meetings or other activities, email Society President Daniel Aldrich at [uwgphilosophy@gmail.com](mailto:uwgphilosophy@gmail.com) or check out our Facebook page at <https://www.facebook.com/groups/136625026403394/>.

## 15<sup>th</sup> Annual Meeting of the Minds

Famous Philosophers Discuss the Question

### What is Human Identity?

If you've ever wondered who you are and what makes you identifiable, then join us for this year's discussion about human identity. The event is free and open to the public.

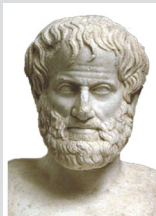
When: Tuesday, March 24, 2015  
7:00 p.m.

Where: Kathy Cashen Hall

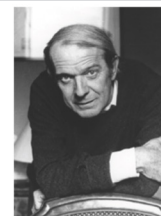
Who: Aristotle, Hume, Foucault, Deleuze,  
Ricoeur, and Butler.

Why: Because we're philosophers and  
we're interested in human identity.

Philosophers will be played by William Storey, Aaron Weddle, James Butler, Alex Clark, Brittany Pilcher and Jessie Holloman with Wesley Legan as the moderator.



Aristotle  
played by  
William Storey



Gilles Deleuze  
played by  
Alex Clark



David Hume  
played by  
Aaron Weddle



Paul Ricoeur  
played by  
Brittany Pilcher



Michel Foucault  
played by  
James Butler



Judith Butler  
played by  
Jessica Holloman



Moderated by  
Wesley Legan

## Looking for Something to Read this Summer? Here's what your Professors Recommend!

### Professor Donohoe:

Cynthia Willett. *Interspecies Ethics*. Columbia University Press, 2014.

Richard Kearney. *Strangers, Gods, and Monsters*. Routledge, 2003.

### Professor Garner:

Keith Quincy. *Plato Unmasked: The Dialogues Made New*. GPJ Books, 2011.

George Englebretsen. *Something to Reckon With: The Logic of Terms*. University of Ottawa Press, 1996.

### Professor Kellison:

Judith Butler. *Frames of War: When Is Life Grievable?*. Verso, 2010.

Aaron Hughes. *Abrahamic Religions: On the Uses and Abuses of History*. Oxford University Press, 2012.

### Professor Lane:

Susan Haack. *Evidence Matters: Science, Truth and Proof in the Law*. Cambridge University Press, 2014. [Especially recommended for students in the pre-law track!]

John Searle. *The Construction of Social Reality*. Simon & Schuster, 1997.

### Professor Riker:

Scott J. Shapiro. *Legality*. Belknap Press, 2013.

Gideon Yaffe. *Attempts: In the Philosophy of Action and the Criminal Law*. Oxford University Press, 2013.

### Professor Tietjen:

Trent Dougherty. *The Problem of Animal Pain: A Theodicy for All Creatures Great and Small*. Palgrave Macmillan, 2014.

Merold Westphal. *Kierkegaard's Concept of Faith*. Eerdmans, 2014.