Introduction to Philosophy: Relationship of the Individual to the World
PHIL 1012-Section 001
Mark Tanzer

Introduction to Ethical Reasoning
PHIL 1020-Section 001
Brian Lisle

Logic, Language, and Scientific Reasoning
PHIL2441-Section 001
Alexander Hughes

Introduction to Philosophy: Relationship of the Individual to the World
PHIL 1012-Section E01
Darryl Mehring

Introduction to Ethical Reasoning
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Brett Hackett
### Introduction to Philosophy: Relationship of the Individual to the World

**PHIL 1012-Section 001**  
**Class Number:** 18670  
**MW 10:30AM-1PM**  
**Mark Tanzer**

This course will examine fundamental philosophical issues, primarily, although not exclusively, in the theory of knowledge and in ethics. The first half of the course, focusing on the theory of knowledge, will examine the thought of Plato and of David Hume; while the second half of the course, focusing on ethics, will look at the ethical theories of John Stuart Mill and of Immanuel Kant. This section of the course will also look at how the ethical theories of Mill and Kant have been applied to the problem of animal rights, by Peter Singer and Tom Regan.

### Introduction to Ethical Reasoning

**PHIL 1020-Section 001**  
**Class Number:** 18671  
**TuTh 10:30AM-1PM**  
**Brian Lisle**

Because this course is an introduction to ethical theory and moral philosophy, we will examine some of the dominant moral arguments and ethical theories in the history of Western philosophy. Theories that have been developed to justify moral codes and commandments will be investigated, analyzed, and compared. In our investigation of these theories, we will focus on certain key arguments that have been used to define and explain many fundamental concepts of ethics such as virtue, justice, civil rights, duty, happiness, moral knowledge, and existential freedom. Ethics is the branch of philosophy that attempts to answer the basic question, “how ought I/we live?” Implicit in that question is the question, “what is the good life for a human being?”

### Logic, Language, and Scientific Reasoning

**PHIL 2441-Section 001**  
**Class Number:** 18672  
**MW 1:30PM-4PM**  
**Alexander Hughes**

This course concentrates on enhancing students’ capacity to reason well. The aim, in short, is for you to be sharper and smarter when you finish this course! Students will learn to distinguish argumentative from non-argumentative passages in ordinary language, to analyze the form of an argument, as well as how to recognize and avoid argumentative errors and mistakes. Students will also learn how to employ several techniques for determining the acceptability of an argument. Further, students will be introduced to the basic structure of scientific inquiry, including standards of evidence, the argumentative function of hypothetical construction and experimentation, as well as the limits of scientific conclusions. Students will learn as well why the structure of scientific inquiry makes it a distinctively powerful form of inquiry into the natural world.

### Introduction to Philosophy: Relationship of the Individual to the World

**PHIL 1012-Section E01**  
**Class Number:** 18673  
**Online**  
**Darryl Mehring**

This introductory course will examine the position of five major philosophers (Plato, Epicurus, the Stoics, Schopenhauer, and Nietzsche) on perennial philosophical conundrums (What is the good life? Is there life after bodily death?) In a manner that is both understandable and relevant. In addition to reading the philosophers’ writings, we will read Alain de Botton’s The Consolations of Philosophy.

### Introduction to Ethical Reasoning

**PHIL 1020-Section E01**  
**Class Number:** 18674  
**Online**  
**Brett Hackett**

Is abortion, or even infanticide (the killing of a newborn baby), ever permissible? How about same-sex marriage? Prostitution? Do nonhuman animals have rights? Our beliefs about matters of morality (over issues of right and wrong, good and bad actions) tend to be passionately held and can generate intense controversy. Yet logic tells us that then when two people disagree about the truth of any claim (moral or otherwise), at most one of them is correct, and the other is incorrect. If this is true, should we always be tolerant of others in moral disagreements (e.g., a society that keeps slaves, or one that practices infanticide)? In this course, we will consider these questions (among others) in light of the answers that prominent ethicists have given to them—some of whom even argue that infanticide is permissible. Since this is a philosophy course, we will carefully examine the evidence (i.e., arguments) for various answers to the above questions (and others). My hope is that when you complete this course, you will have a better understanding of how philosophy is done, a better understanding of some central concepts and disagreements in ethics, and a more informed view about some of today’s most controversial and important moral (and social) issues.