PHIL 1012- Introduction to Philosophy: Relationship of the Individual to the World

001 TR 2:00pm-3:15pm M. Tanzer
This course will examine fundamental philosophical issues through the thought of Plato, Descartes, Berkeley, and Hume. We will focus on problems in the theory of knowledge, other issues addressed will include the relationship between knowledge and morality, the existence of God, the nature of objects, and the nature of the human being.

002 MW 3:30pm-4:45pm Z. Walter
003 MW 2:00pm-3:15pm W.D. 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.

004 TR 12:30pm-1:45pm B. Lisle
This course aims at helping students develop their skills at interpreting texts, critical thinking, and argumentative writing, while introducing them to a series of fundamental problems in philosophy. We will study (1) skepticism about the external world; (2) free will and moral responsibility; (3) the nature of morality; (4) arguments for the existence of God; and if time permits (5) the problem of personal identity.

006 MW 9:30am-10:45am W.D. Mehring See Section 003
007 TR 9:30am-10:45am W.D. Mehring See Section 003
E01 ONLINE P. Saalbach
H01 Hybrid: F 11:00am-1:45pm W.D. Mehring See Section 003

PHIL 1020- Introduction to Ethics & Society: The Person and the Community

001 TR 2:00pm-3:15pm S. Walker
The purpose of this course is to provide the student with useful tools for solving ethical problems. We will investigate major positions from the philosophic tradition of ethics from Plato to Sartre. We will work toward the understanding of moral terminology and the development of moral reasoning through the examination of contrasting ethical theories. We will consider such issues as virtue, rights, and our obligations to others.

002 TR 9:30am-10:45am S. Walker See Section 001
003 MW 11:00am-12:15pm B. Lisle
In this course we will examine specific ethical issues from a select set of philosophical perspectives. We will start by reading and discussing some of the more well-known ethical theories in Western philosophy. Then we’ll investigate specific ethical issues through the perspectives offered by these theories. We will survey key concepts and issues such as individual and group rights, political and interpersonal (continued...)
oppression, animal rights, abortion, euthanasia (or “mercy killing”), war, poverty, self-deception, gender identity, and the general question regarding one’s moral obligation(s) to one’s family, country and/or community.

All who live in this world must choose what to do. Yet to live in the world we must live with people. When we make choices involving people we are engaged in ethical activity. Ethical debates arise from those situations where there is disagreement about: 1) how we should treat others and 2) the reasons (or arguments) for treating them in one-way rather than another. This course will examine specific ethical theories as well as more concrete issues such as abortion, drug use, sexual morality, consumerism, and the moral standing of animals. Our goal will be to gain a better understanding by reading, thinking, and talking carefully and critically.

This course aims at helping students develop their skills at interpreting texts, critical thinking, and argumentative writing, while introducing them to a series of issues in ethics and morality. On the first part of the course we will study some theories about the nature of morality. On the second part we will focus on the practical side of ethics by examining some of the ethical problems we face today.

What is ethics? What role does ethics play in human life—socially and individually, historically and today? What are some of the dominant theories of ethics, and how do they compare to one another? Finally, given the diversity of ethical perspectives available to us, how can we decide which is best? This course will address this set of questions (and others related to them) through an approach to ethics in three stages. First, we will explore how ethical reasoning is precipitated in situations of moral conflict through consideration of an Ancient Greek tragedy: Sophocles’ Antigone. Second, we will examine and compare the positions of four key figures from the history of ethical philosophy – Immanuel Kant, John Stuart Mill, Aristotle and Simone de Beauvoir. Third, we will select several controversial, contemporary issues, approach them as moral quandaries, and bring lessons from earlier in the semester to bear upon them, allowing these issues to be seen and evaluated afresh. By semester’s end, not only will students have a better understanding of what ethics is; they will have the tools to make more sophisticated ethical decisions of their own.

Students will discuss questions such as, why seek a college degree? What does it mean to be an educated person? What living style contributes to happiness? In this course we will examine concepts of happiness, pleasure, love, self-deception, knowledge, and ultimately, what is the good life for a human being.
PHIL 2441- Logic and Language
001 MW 11:00am-12:15pm C. Shelby
The aim of this course is to learn how to construct precise, rational arguments, as well as to critique arguments put forth by others. Our assessment of the key elements that constitute proper argumentation will include the examination of the functions of the basic parts of an argument, the recognition of logical fallacies, and the understanding of the formal structure of arguments.

002 TR 8:00am-9:15am W.D. Mehring
This course aims at understanding how to construct sound, well-reasoned, persuasive arguments and how to detect and refute false or fallacious arguments. One important tool in logic is the ability to listen to our opponents to be sure we understand their argument before we critique it. In addition, we will cover the strategies for defining a concept so that we may avoid confusion and pointless semantic arguments. Students will also read and review a popular book on logic and reasoning such as Jamie Whyte’s Crimes Against Logic. A major portion of the class is devoted to identifying and analyzing 26 common logical fallacies.

003 MW 2:00pm-3:15pm Z. Walter
E01 ONLINE B. Hackett
This course, as an introduction to both the formal study of logic and its informal applications, will teach students to discern good from bad reasoning/argumentation. We begin the semester by introducing some basic methods for representing and evaluating arguments. Next, we refine our methods by learning to accurately represent more complicated arguments in a simplified and straightforward manner. We then learn how to identify, avoid, and expose several argumentative fallacies (i.e., common mistakes in reasoning). Finally, near the end of the term, we shift our focus back to the study of formal logic by mastering one particularly powerful and reliable method for testing deductive arguments for logical validity. In an effort to encourage the mastery of each learned skill, we will practice our methods throughout the semester by using them to evaluate actual English arguments.

E02 ONLINE B. Hackett See Section E01

PHIL 3002- Ancient Greek Philosophy
001 MW 12:30pm-1:45pm R. Metcalf
This course will cover the development of Greek philosophy, from the earliest Presocratics to Aristotle, surveying all major subject areas: cosmology, metaphysics, logic and rhetoric, ethics, political philosophy, etc.

002 MW 9:30am-10:45am R. Metcalf See Section 001
PHIL 3032 - Twentieth Century Analytic Philosophy
001  MW 2:00pm-3:15pm  G. Zamosc
In this course we will explore the thought of some representative philosophers of the
20th century analytic tradition concerning problems in the philosophy of action. The
main focus of the class will be to explore different ways of trying to understand the
nature of action. What makes a piece of behavior your doing? Where is the agent in the
workings of the mind? The course will cover three main accounts of action: the causal,
hierarchical and planning models. Time permitting we will explore other issues like
shared intentions and collective action, the toxin puzzle, and others. Authors we will
read include Davidson, Frankfurt, Bratman and Velleman.

PHIL 3280 - War and Morality
001  MW 9:30am-10:45am  S. Walker
War continues to exist, in part, due to our inability to come to terms with it adequately.
Some claim certain wars to be just. Others have argued that war itself opens the door to
a condition so extraordinary that it negates the possibility of any legitimate ethical
evaluation. In this course we will attempt to identify and analyze some of the major
moral issues of war. When is a war just, and when is it not? Are there moral means of
conducting a war? What are morally acceptable rules of engagement? What if anything
justifies violating them? How does one evaluate terrorism as a means of conducting
war? Given the topic of this course we will likely generate more questions than answers.
Readings will include, among others, works by St. Augustine, Hobbes, Walzer, Nagle,
Sartre, Milne, Gandhi and Buber.

PHIL 3440 - Introduction to Symbolic Logic
001  MW 11:00am-12:15pm  M. Bauer

PHIL 3500 - Ideology and Culture: Racism and Sexism
001  TR 2:00pm-3:15pm  C. Kautzer
Although race and gender are notoriously difficult concepts to get a handle on, the racial
and gender dimensions of identity are some of the most potent in our social world,
contributing to social, political, and economic inequality and discrimination. Indeed, one
of the reasons that race and gender defy final definition is because they are continually
contested, reconstructed, and intersecting—unbound by biology. In this course we
investigate the dynamic of material and ideological forces, social movements, and
individual actions at work in the formation of racial and gender identities. Through
contemporary readings, we will also learn the philosophical tools necessary for ideology
critique and enhanced individual and collective self-determination.

002  TR 11:00am-12:15pm  B. Lisle
This course explores, in detail, the way ideology functions within culture. Particular
attention will be placed on the way ideological forces work to foster and maintain racist
and sexist forms of thought and behavior. We will begin by analyzing the nature and
scope of ideological forces as cultural forces, and then we will explore various ways
certain contemporary thinkers claim it may be possible to resist or  
(continued...)
eliminate racist and sexist thinking within an individual and collectively. One basic question we will be asking is: to what extent can one escape ideologically founded thinking? Is it possible, in other words, for one to gain a self-critical relation to one’s own culture, especially since cultural traditions seem to entail ideological forces that mask themselves within the guise of common sense or conventional wisdom?

**003**

**MW 9:30am-10:45am**  
**S. Tyson**

This course will examine the concepts of ideology, culture, racism and sexism. Rather than treating racism and sexism as failures of culture or the remnants of defeated ideologies, we will explore how racism and sexism have been and continue to be integral to dominant ideologies and cultural formations in the US. We will begin by exploring the concepts of ideology and culture and then turn our focus to racism and sexism. In this course, we will not only engage with some of the most important theoretical work on these topics, but will we also reflect on the formation of our own lives, practices, beliefs, and values. That self and group reflection will also bring us into contact with the limits of such work and what those limits mean for ideological and cultural change.

**E01**

**ONLINE**  
**B. Goodrich**

This course is an examination of the individual concepts of ideology, culture, racism, and sexism. More importantly, it is an examination of the relationships and dependencies between and among these concepts. Facile attempts to explain any of these concepts such that they seem anything less than complex, complicated, and interdependent will neither be offered nor will they be encouraged. The students will be both the subjects and the objects of inquiry since each of us has an ideology and a culture and each of us has been the originator or the target of racism and sexism. We will attempt to step outside of our own ideology, culture, race and sex (as nearly as this is possible) to examine the concepts, their social and political meanings and power, and our own participation in them. This course will muddy the waters, as it were, rather than clarify and simplify. It will provide many more questions than answers.

**PHIL 4242- Bioethics**

**H01**  
**Hybrid: F 11:00am-1:45pm**  
**M. Wilding**

Humans have cloned organisms, cracked the genome, genetically modified life and prolonged it...just because we can do something scientifically does that mean we should? What is fair? What happens when there are not enough resources to accommodate the needs? These are a few of the questions people grapple with when embarking on bioethics decision-making. In this course the aim is to evaluate bioethics topics utilized in current technology and practice. The tools to accomplish this will be through reflection, utilization of normative ethical theory, and case analyses. Topics covered include: beginning of life issues, end of life issues, organ transplants, stem cell research, cloning, and allocation of resources. Upon completion of the course (continued...)
participants will have explored and evaluated emerging issues in bioethics as they pertain to philosophy, science, medicine, and technology.

**PHIL 4300 - Philosophy of Mind**
001  **MW 3:30pm-4:45pm**  **C. Shelby**
This course discusses a variety of questions concerning the nature of the mind and mental experience. For instance, we will consider whether the mind is the same thing as the body, or is something categorically different. We will even discuss whether zombies are possible—beings who look just like us and act just like us, but lack consciousness. What is consciousness, anyway? Can a physical account be given of it? If not, then what would be necessary? How do we explain qualitative experiences such as the smell of a peach, or the taste of peppermint? Is the content of our mental experience internal to the brain, or is it out there in the world? What role does the body play in our mental experience? It is important, crucial, or irrelevant? If you have never thought seriously about the nature of the mind, this course will provoke you to think about yourself as you never have. If you have thought about it, the course will provide yet more questions to further disturb you.

**PHIL 4760/5830 - Kant**
001  **TR 3:30pm-4:45pm**  **M. 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.

**PHIL 4795/5795 - Marx and Marxism**
001  **W 5:00pm-7:50pm**  **C. Kautzer**
The purpose of this course is to work through a number of influential texts by Karl Marx—such as the 1844 Manuscripts, German Ideology, and Capital—as well as engage several examples of subsequent Marxist social theory, from Adorno to Zizek. Some topics covered include historical materialism, the origin and function of critique, as well as theories of capitalism, communism, alienation, ideology, subjectivity, and revolution. Some familiarity with the work of Hegel is highly recommended, but not necessary. Suggested preparatory readings are available upon request.

**PHIL 4812/5812 - Special Topics in Philosophy: The Woman Question**
001  **R 5:00pm-7:50pm**  **S. Tyson**
In this course we will ask what role the concepts of "woman" and "women" have had in the development of feminism and what role they should have. We will (continued...)
start with overviews of the 15th century controversies over Le Roman de la Rose (paying particular attention to Christine de Pizan), then read about the development of the Querelle des Femmes up through the 18th century, the inauguration of feminism in the late 19th century, and then spend the last two thirds on the debates over the concepts of “woman” and “women” that have resulted in the rise of gender studies and queer theory, reading theorists like de Beauvoir, hooks, Mohanty, Wittig, and Butler.

**Environmental Courage**

002  M  5:00pm-7:50pm  M. Talero

This course will use phenomenology, Marxist theory, and environmental ethics in a critical examination of aspects of the environmental crisis that give rise to a legitimate sense of pessimism: anthropocentrism (human-centered value systems that privilege human interests over the well-being of non-human living things and the natural environment), economics (the global capitalist system that fuels environmental exploitation), and human cognition (the limits of our ability to accurately understand and communicate what's happening to our planetary environment). Students will examine the primary conflicts of value underpinning these areas through a phenomenological and Marxist theoretical framework, drawing on key concepts in environmental ethics. They will formulate their own responses to these conflicts of value through a semester-long series of projects. The central objective of this class is to support students in systematically developing their own courageous vision as environmental thinkers, professionals and activists. Philosophical readings will be supplemented by readings from sociology, social psychology and cognitive science, as well as environmental activism, policy, journalism and literature.

**PHIL 5020-**

**Elements of Social Thought**

001  T  5:30pm-8:20pm  M. Bookman

This course introduces students to the disciplines (philosophy, sociology, philosophy of history, political theory, classical psychology, etc.) and key texts that comprise and influence the social sciences Most of the readings are drawn from the classical works that form the intellectual core of social thought and provide the necessary tools for understanding the social and political infrastructure of contemporary society. Newer readings demonstrate the current relevance and persistence of questions, as well as providing refutations and critique. Readings include Hegel, Marx, Nietzsche, Freud, Dewey, Habermas, Rawls, and Irigaray, among others.