

COURSE DESCRIPTIONS**PHILOSOPHY****Spring Semester 2023**

PHIL 1110	INTRO TO PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	11:00-12:15	TR	Bailey, G.
		602			

(GE:HU)

This course introduces students to the core areas of philosophy: Metaphysics, Epistemology, Value Theory and Logic. Problems examined include some or all of the following traditional topics: reality and appearance, free will, proofs that God exists, what is knowledge and how do we get it, and theories about what is and is not moral/ethical and why. Students learn what logic is and how it is the basis for philosophical reflection. Other philosophical issues can be introduced because of their current importance, free speech, for example.

PHIL 1110	INTRO TO PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		002	2:00-3:15	TR	Georgalis, N.

(GE:HU)

The purpose of this course is to introduce you to some of the main areas of philosophy: theory of knowledge, metaphysics, philosophy of mind, philosophy of religion, and ethics. Central to doing this is to understand how philosophers try to move beyond mere speculation or the offering of their opinions on these topics. Philosophers give arguments in support of their claims. So early in the course we will attempt to understanding different kinds of arguments and what makes each kind a "good" or convincing argument. To do the latter we will examine a bit of logic

PHIL 1110	INTRO TO PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		602			Miller, R.

(GE:HU)

This course is a broad survey of philosophy. We cover the origins of philosophy in China (Confucius), India (Buddha) and Greece (Socrates). We will briefly look at the work of Plato, Aristotle, Epicurus, Descartes, and William James. Philosophical questions examined include: is good objective or subjective? Does God exist? Can humans have knowledge and if so, how? What is the human mind? Is freedom real or an illusion?

PHIL 1175	INTRO TO ETHICS	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	9:30-10:45	TR	Roberts, R.
		002	11:00-12:15	TR	

(GE:HU)

The aim of this course is to introduce students to the study of ethics by examining some of the traditional approaches to moral theorizing found in Western philosophy and some of the contemporary challenges to these approaches. Course grades will be based on four objective examinations: three intermediate exams and a final exam.

PHIL 1175	INTRO TO ETHICS	<u>Section</u> 601 602 (8w2)	<u>Time</u>	<u>Days</u>	<u>Instructor</u> Newhard, J.
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(GE:HU)

This introductory level philosophy course provides a systematic introduction to philosophy and especially to the main areas of ethical theory. As an introductory level course, no background in ethics or philosophy is presupposed. The course begins by discussing what philosophy is, and what ethics is. An ethical theory is a theory offering an answer to the question, What is it to be a morally good person? or, What is it which makes an action morally right or wrong? We study some fundamental moral concepts such as those raised by asking, What is it to be a morally good person? Are there other ways to be good, or other kinds of goodness? Is morality just a matter of getting along with others? The nature of morality is explored by examining certain challenges to justifying or proving an ethical claim. Such challenges are posed by questions such as, Are ethical claims subjective or objective? and, How is it possible to establish the truth of an ethical claim at all? Several ethical theories will be studied, including relativism and divine command theory. The three major approaches to the development of an ethical theory—consequentialism, deontology, and virtue ethics—will be explored in some detail. Two topics in applied ethics are also studied.

PHIL 1175	INTRO TO ETHICS	<u>Section</u> 603 604	<u>Time</u>	<u>Days</u>	<u>Instructor</u> Olsen, L.
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(GE:HU)

Introduction to Ethics is a course in moral theory designed to give the student a general overview of the history of philosophical ethics. Some questions that we will examine are: *How ought one to live? What is the greatest good? What is the ultimate goal in life for humans? What makes an act morally right? What role do reason and sentiment play in morality? What is human nature?* We will read classic ethical works by Plato, Aristotle, Hobbes, Hume, Kant, and Mill, in conjunction with a more general overview of ethics provided by James Rachels.

PHIL 1180	INTRO TO CRITICAL REASONING	<u>Section</u> 601	<u>Time</u>	<u>Days</u>	<u>Instructor</u> Miller, R.
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(GE:HU)

This is a course in informal or non-symbolic logic. Topics include categorical, conditional and disjunctive arguments. common fallacies, finding conclusions, critically responding to arguments and identifying assumptions. Students can work at their own pace but must complete an average of one module per week in order to earn at least a B.

PHIL 1500	INTRO TO LOGIC	<u>Section</u> 001	<u>Time</u> 2:00-2:50	<u>Days</u> MWF	<u>Instructor</u> Ferguson, K.
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(GE:HU)

This course is an introduction to deductive reasoning using a formal approach that covers both propositional and predicate logic. Students will use techniques for translating ordinary language arguments into a formal language so that they can be tested for validity using truth tables. Students will demonstrate the validity of arguments and theorems using a system of natural deduction (non-axiomatic) where every deduction in the argument must be justified by an inference rule. A basic knowledge of logic is essential for success in all academic areas. There is no math prerequisite for the course.

PHIL 1500	INTRO TO LOGIC	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		002	11:00-12:15	TR	Miller, R.

(GE:HU)

This course fulfills the General Education Math Requirement. This is a course in deductive logic. Most of the course is devoted to Sentential logic. The last two weeks of the course will briefly cover Predicate Logic. Topics include definitions of validity, consistency, tautology and contradiction; truth tables for individual sentences, sets of sentences and arguments; proofs in sentence logic including conditional and indirect proof; predicate logic translations with identity. The course is designed around mastery level learning. Short quizzes cover each distinct set of problems. Students must demonstrate thorough understanding of each small unit in order to move to the next. Failing a quiz means that you must retake a quiz on the same material until it is mastered. Final grades are determined by the total number of units mastered.

PHIL 1700	Philosophy of Death and Dying	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	9:30-10:45	TR	Wall, E.

(GE:HU; GD)

A philosophical examination of death and dying. The first half of the class will be directed to certain ethical, social, and political aspects of death and dying. Our focus will be on philosophical arguments, pro and con, on issues concerning abortion, euthanasia, informed consent in medical practice, moral conflicts in counseling ethics, and capital punishment. When investigating those issues, we will, among other things, become familiar with Mill's utilitarian ethical theory, natural law ethics, and other moral approaches. The other half of the class will be devoted to philosophical arguments, pro and con, concerning the possibility of life after death and personal immortality. We will examine African religion on death and dying, and we also will examine Buddhist religion on those same topics.

PHIL 2271	INTRO TO PHILOSOPHY OF ART	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	9:30-10:45	TR	Bailey, G.

(GE:HU)

This class is an introduction to classical and contemporary issues in the philosophy of art. We explore how people go about philosophizing about art, and the sorts of views they create when they do this. The views we examine play a major role in Western Civilization's present understanding of modern and postmodern art. Our central concern is with views that are relevant to the art being created right now. We explore theories about what an artist working today must do to turn something into art, and theories about the sorts of value contemporary artworks should have. We are especially concerned to examine the relevance of the artist's intentions, feeling and knowledge to her art making and to examine the relation that exists between the artist, her work, and the viewer. In class, we apply what we learn from our studies to our personal

PHIL 2274	BUSINESS ETHICS	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	11:00-11:50	MWF	Ferguson, K.
		002	12:00-12:50	MWF	

(GE:HU)

Introduces undergraduate students to the philosophical approach to business ethics. The emphasis is on the application of normative theories to determine the moral obligations of businesswomen and businessmen. The normative theories covered include authoritarianism, evolutionary ethics, egoism, Kantian ethics, and utilitarianism (Mill). Also introduced are the leading contemporary theories of corporate responsibility, Corporate Social Responsibility (CSR), Triple Bottom Line (TBL), and resilient prosperity (the most common view inside the corporate world). Topics to be covered include insider trading,

price gouging, the rights of workers, sexual harassment, affirmative action, discrimination, product safety standards, animal rights, and other important issues related to business ethics.

PHIL 2275	PROFESSIONAL ETHICS	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	11:00-12:15	TR	Wall, E.

(GE:HU)

Among other things, we will examine some of the possible moral duties of professionals with regard to their clients and patients. We will, during a portion of the term, apply basic moral principles from certain ethical theories to professional practices. Among other things, we will examine how a virtue ethicist, a Kantian, and Mill, a utilitarian, might arrive at certain moral expectations of individuals who are in professional roles. Some of the issues that we will cover this term are as follows: the role of culture in a moral examination of certain international issues, physician-assisted suicide, some issues in journalism ethics, such as under what conditions it is morally permissible for the press to report on the private lives of public officials, some issues in counseling ethics, such as how counselors should address conflicts in values between themselves and their clients, and some issues in legal ethics, such as arriving at a moral evaluation of lawyers deceiving the court in order to protect their client's confidentiality.

PHIL 2275	PROFESSIONAL ETHICS	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		601			Yalcin, U.
		602			
		603 (8W2)			

(GE:HU)

Professional Ethics focuses on ethics at work, for individuals who work in professional fields. Ethics is the philosophical study of morality, or of moral right and wrong. Professional Ethics, therefore, applies the study of morality to issues arising in professional experience. The course develops a model for analyzing such morally complex situations and focuses on applying it to numerous case-studies. This is a fully online course taught by means of the resources provided by Canvas. Participants need to be fully conversant with internet navigation processes and procedures (including netiquette), word-processors, and the Canvas environment. Course grades are based on a number of online tests or quizzes (currently eight) and weekly class participation (posting to discussion boards).

PHIL 2277	Biomedical Ethics	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		601			Smith

After an extended study of background materials and ideas relevant to the study of applied philosophical ethics, our course proceeds to a careful study of the longest standing and most revered study of biomedical ethics ever published. We make a close study of all ten chapters of the 8th edition of *Principles of Biomedical Ethics*, by Tom Beauchamp and James Childress, published in 2019. This is a text that began in first edition in the 1970s and has followed the development of bioethics over the last fifty years, culminating in the most up-to-date history and content of biomedical ethics currently available under one cover. We will pursue their detailed considerations of Moral Foundations, Moral Principles, and Theory and Method. We will compare the conclusions reached by the authors in those areas with the extended study of background materials with which the course begins. Student will take midterm and final essay examinations and produce a semester essay that may be *optionally* submitted for professorial critique before finally submission for grading. Each of the three requirements is worth one-third of the course grade.

PHIL 2280	Introduction to Philosophy of Sport	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	11:00-12:15	TR	Veber, M.

The philosophy of sport addresses various philosophical questions that arise within and around sport. These include: What is sport? Should performance enhancing drugs be permitted in sport? To what degree should differences in national identity, gender, sexual orientation, gender identity and ability levels be accommodated in sport? This course will provide you with an opportunity to understand the basic issues that arise in the philosophy of sport and to develop your own views on these matters in a rational way.

PHIL 2282	Philosophy of Law	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	9:30-10:45	TR	Collins, J.

This course will address several of the central questions in philosophy of law, including, but not limited to, these: What are laws? How are laws different from other rules? Is it morally wrong to disobey the law? What is civil disobedience and when is it justified? When we interpret the law, should we care about the intentions of the legislators or the meaning of the text? Is the meaning fixed or can it change over time? Should judges merely apply the law, or should they ever make law? Are plea bargains an acceptable form of criminal justice? What kinds of laws should we have? How should criminal lawyers balance their duties to their clients with their duties to the court? What is the moral duty of a juror? What is legal entrapment? How should we understand legal standards of proof like *beyond a reasonable doubt*, or *preponderance of evidence*? We will look at some philosophers' and jurists' answers to these questions, but we will also try to figure out whose answers are *correct*. That is, in addition to studying philosophy, we will be *doing* philosophy.

PHIL 3281	INTRO PHIL ETHICS HEALTH CARE	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		601			Smith, J. L.

We begin with a story that for more than thirty years has produced the obvious need for the class to discuss moral relativism. That discussion will lead to interrelated topics dealing with the relation of the social sciences to philosophy, with the nature of inference, and with some introductory considerations of the cognitive status of moral claims. These considerations will include issues regarding inferential justification, domestic and foreign diversity, the nature of the American founding, domestic and foreign diversity, and methods for the presentation of sound argumentation in cases of moral importance in health care. Students will complete three exams, a semester essay, and a final exam

PHIL 3350	GREAT PHILOSOPHERS: NIETZSCHE	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	9:30-10:45	TR	Veber, M.

This course focuses on the work on the famous 19th Century German philosopher Friedrich Nietzsche. Through a careful study of some of Nietzsche's classic texts, we'll address philosophical questions such as: What does it mean to say 'God is dead' and is it true? Does reality have an "ultimate nature"? What is the source of morality? Is knowledge valuable? What is the purpose of philosophy and what is its proper method?

In this course, we will study different theories as to when and why punishment, especially legal punishment, is morally justified. For instance, retributivists think that punishment is justified when the punished individual is guilty and deserves the punishment. Utilitarians think that punishment is justified when punishment produces better consequences than any other available course of action. Utilitarians often see punishment as justified by its deterrent effect. Some think that legitimate punishment must meet both these conditions, and we will consider whether it is even possible for punishment to do so. Another view is that criminal justice should be understood as restitution – the offender, rather than be punished, should be required to restore, as much as possible, the victim to their previous position. Some see punishment as a form of moral education. We will critically evaluate these and other theories. We will consider also whether the amount of punishment ought to depend at all on lucky or unlucky outcomes. (E.g., should we punish murder more harshly than attempted murder?) We'll wrap up the course by considering, based on the theories we've discussed, whether capital punishment is justified.