

COURSE DESCRIPTIONS**PHILOSOPHY****Fall Semester 2025**

| | | | | | |
|-----------|---------------------|----------------|-------------|-------------|-------------------|
| PHIL 1110 | INTRO TO PHILOSOPHY | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | | 001 | 11:00-12:15 | TR | Veber, M. |

(GE:HU)

An introduction to the major issues and problems in philosophy including the existence of God, freedom and determinism, the mind body problem and skepticism.

| | | | | | |
|-----------|---------------------|----------------|-------------|-------------|-------------------|
| PHIL 1110 | INTRO TO PHILOSOPHY | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | | 002 | 9:30-10:45 | TR | Bailey, G. |

(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> |
| | | 601 | | | Olsen, L. |

(GE:HU)

Introduction to Philosophy is a course designed to give the student a general overview of the nature and history of philosophy as an academic discipline in the western tradition. The course will introduce students to some of the main philosophical questions about knowledge, existence, and value, e.g. What can we be certain of? Does God exist? What is the difference between right and wrong? Selected original works from major philosophers like Plato, Aristotle, Descartes, Locke and Kant, will be supplemented by works written by contemporary philosophers who help to explain these original works and the philosophical problems treated in them.

| | | | | | |
|-----------|-----------------|----------------|-------------|-------------|-------------------|
| PHIL 1175 | INTRO TO ETHICS | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | | 602 | | | Newhard, J. |
| | | 605 | | | |
| | | 691 8W2 | | | |

(GE:HU)

602, 605-This course is an asynchronous online course. It is an introductory level philosophy course providing 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.

691-

This course is an asynchronous online course. It is an introductory level philosophy course providing 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.

| | | | | | |
|-----------|-----------------|----------------|-------------|-------------|-------------------|
| PHIL 1175 | INTRO TO ETHICS | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | | 601 | | | Olsen, L. |

(GE:HU)

Introduction to Ethics is a course in moral theory designed to give the student a general overview of the nature and 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 and applied view of ethics provided by James Rachels.

| | | | | | |
|-----------|-----------------|----------------|-------------|-------------|-------------------|
| PHIL 1175 | INTRO TO ETHICS | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | | 603 | | | Roberts, R. |
| | | 604 | | | |

(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 1176 | INTRO TO SOCIAL & POLITICAL PHILOSOPHY | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | | 001 | MWF | 10:00-10:50 | Ferguson |

(GE:HU, FAD)

This course uses the advanced perspective of philosophical techniques and theory to evaluate key concepts, principles, arguments, and contexts in founding documents of the American republic, including the Declaration of Independence, the US Constitution, and the Federalist Papers (FD-1) and to evaluate key milestones and challenges in the effort to form “a more perfect Union,” including arguments and contexts surrounding the Gettysburg Address, the Emancipation Proclamation, the Letter from Birmingham jail, as well as other texts that reflect American experience (FD-2). In addition to satisfying both student learning outcomes required for the Foundations of Democracy (FD) requirement, the course

will evaluate the arguments for democracy and compare the democratic approach to others forms of government, as well as exploring Thomas Hobbes's justification for the rule of law, as opposed to living in a natural state.

| | | | | | |
|-----------|--|----------------|-------------|-------------|-------------------|
| PHIL 1176 | INTRO TO SOCIAL & POLITICAL PHILOSOPHY | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | | 001 | TTH | 11:00-12:15 | Bailey |

(GE:HU, FAD)

This course will introduce students to the major theories in political and social philosophy and their practical application. Topics include the rights of the individual against the state, what is a just state, how political ideologies have impact social relations. The course will evaluate key concepts, principles, arguments, and contexts in founding documents of the American republic, including the United States Constitution, the Declaration of Independence, and a representative selection of the Federalist Papers. The course also will evaluate key milestones in progress and challenges in the effort to form "a more perfect Union," including the arguments and contexts surrounding the Gettysburg Address, the Emancipation Proclamation, and the Letter from Birmingham Jail, as well as other texts that reflect the breadth of American experiences. This course satisfies the Foundations of American Democracy (FAD) designation, which is a graduation requirement for new students in Fall 2025.

| | | | | | |
|-----------|-----------------------------|----------------|-------------|-------------|-------------------|
| PHIL 1180 | INTRO TO CRITICAL REASONING | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | | 601 | | | Miller, R. |

(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 1263 | INTRO TO PHILOSOPHICAL ISSUES IN PSYCHOLOGY | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | | 001 | 12:30-1:45 | TR | Veber, M. |

(GE:HU)

A survey of the philosophical implications of some famous experiments in psychology. These questions include: Do we have free will? Are humans rational? Can we know our own minds? The course will also cover the philosophical implications of the "replication crisis".

| | | | | | |
|-----------|----------------|----------------|-------------|-------------|-------------------|
| PHIL 1500 | INTRO TO LOGIC | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | | 001 | TR | 12:30-1:45 | Miller, R. |
| | | 002 | TR | 2:00-3:15 | |

(GE:HU or GE:MA)

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 | TR | 2:00-3:15 | Wall, E. |

(GE:HU)

A philosophical examination of death and dying. The first half of the class will be directed to certain philosophical issues regarding death and dying, including an examination of definitions of death and dying. Our focus will be on philosophical arguments, pro and con, on issues such as euthanasia, abortion, 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. This will include an examination of Ancient, Medieval, Modern, and contemporary philosophical approaches towards these matters.

| | | | | | |
|-----------|-----------------|----------------|-------------|-------------|-------------------|
| 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> |
| | | 601 | | | Yalcin, U. |
| | | 602 | | | |
| | | 691- 8 wks | | | |

(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, J. |

(GE:HU)

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 five course requirements has equal weight in determining the course grade.

| | | | | |
|-----------------------------|----------------|-------------|-------------|-------------------|
| PHIL 2282 PHILOSOPHY OF LAW | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | 001 | 2:00-3:15 | TR | Collins, J. |

(GE:HU)

This course will address many of the central questions in the 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, and why is it wrong? 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 3255 PHILOSOPHY OF MIND | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | 001 | 10:00-11:15 | MW | Bailey, G. |

The course will introduce students to the major issues in the philosophy of mind, including the problems of mind-body dualism, physicalism, eliminativism, and other traditional and current ways to understand the mind and its interaction with the body. The emphasis will be on problems that are brought into sharper focus by recent advances in artificial-intelligence software and robotics. Of especial note are problems involving language, meaning, thought, sensation, and the hard problem of consciousness.

| | | | | |
|--|----------------|-------------|-------------|-------------------|
| PHIL 3281 INTRO TO PHILOSOPHICAL ETHICS IN HEALTH CARE PROFESSIONS | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | 601 | | | Smith, J. |

(GE:HU)

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 3331 MODERN PHILOSOPHY | <u>Section</u> | <u>Time</u> | <u>Days</u> | <u>Instructor</u> |
| | 001 | 12:30-1:45 | TR | Collins, J. |

The Modern period of philosophy is roughly 1600 to 1800, so this is *not* a course in contemporary, or current, philosophy. The philosophers we will discuss most extensively are Descartes, Locke, Berkeley, Hume, Spinoza, Leibniz, and Kant. Our primary emphasis will be their views on the nature of reality, human beings, and knowledge. The rise of modern philosophical thought parallels, to a great degree, the rise of modern science, and we will look at the intimate connection between the two. Descartes is considered to have ushered in the modern era in philosophy by putting theory of knowledge on center stage. He embarked on a project of justifying his beliefs about the world, and in so doing he developed a methodology still profitable in philosophy – the method of doubt. We will look at the successes and failures of his project, and how it fared at the hands of his successors. Among the questions that they tried to answer (and we will try to answer): How can we know anything about the world? What am I, a physical object, a non-physical mind or soul, or some combination of these? Is it rational to believe in God? (Although a lot of great moral and political philosophy was written in the modern period, we will not be covering it in this course.)

We will be studying these philosophers not only for their historical value, but also because they offered insightful and provocative answers to questions that still challenge us today. That is, we will not be concerned merely with what these philosophers believed; we will also be concerned with whether they were right. So, not only will we be *studying* philosophy, but we will be *doing* philosophy. The required textbook is Bacon to Kant by Garrett Thomson. All primary sources will be on Canvas. This is a Writing Intensive course. This course is cross listed with TEXT 2500 Transformative Texts and Ideas of the Enlightenment.

PHIL 4276 SOCIAL AND POLITICAL PHILOSOPHY

Section
601

Time

Days

Instructor
Wall, E.

FAD

We will begin this semester with a philosophical examination of the social and political thought of John Locke in his *Second Treatise of Government*, including an examination of his justificatory foundation for political society and government, which, in turn, includes, among other things, his accounts of natural moral rights, consent, and the philosophical basis for legal duties. Locke's work very much influenced the U. S. Founding Fathers. Our examination of Locke's work will lead us into an analysis of key concepts, principles, arguments and contexts in the founding documents of the American Republic. This will include evaluating key milestones in progress, challenges, and injustices when it came to implementing the founding ideals and forming "a more perfect Union." Pursuing the above analyses will include summarizing and examining, among other things, the following United States founding documents: the U. S. "Declaration of Independence," selections from *The Federalist Papers*, the U. S. "Constitution," Lincoln's "First Inaugural Address," "Gettysburg Address," and his "Emancipation Proclamation." Continuing those themes (liberty, natural rights, consent, representative government, etc.) we will engage in a philosophical examination of the social and political thought of Henry David Thoreau's "Civil Disobedience" and of an excerpt from Thoreau's "Plea for Captain John Brown." Then after examining Thoreau's philosophical opposition to slavery, etc., we will engage in a philosophical examination of Martin Luther King's account of justice in his "Letter from Birmingham Jail" and of King's "I Have a Dream Speech." We, also, will examine Mill's account of capital punishment as well as Tollefsen's differing account of capital punishment.
