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<b>COURSE DESCRIPTIONS</b>	<b>PHILOSOPHY</b>	<b>Spring Semester 2024</b>			
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PHIL 1110	INTRO TO PHILOSOPHY	<u>Section</u> 001	<u>Time</u> 2:00-3:15	<u>Days</u> TR	<u>Instructor</u> Georgalis
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**(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

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PHIL 1110	INTRO TO PHILOSOPHY	<u>Section</u> 601	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
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**(GE:HU)**

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PHIL 1110	INTRO TO PHILOSOPHY	<u>Section</u> 691	<u>Time</u>	<u>Days</u>	<u>Instructor</u> Bailey
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**(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.

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PHIL 1175	INTRO TO ETHICS	<u>Section</u> 001	<u>Time</u> 2:00-3:15	<u>Days</u> MWF	<u>Instructor</u> Ferguson
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**(GE:HU)**

Introduces undergraduate students to ethics, an established academic area of study that was the capstone course in Plato’s Academy. The emphasis will be on normative theories, which are intended to identify the proper method for distinguishing between right and wrong behavior. Assigned readings will include Plato’s *Protagoras* and *Meno*, passages from Aristotle’s *Nicomachean Ethics*, Hume’s *Principles of Morals*, Kant’s *Grounding of the Metaphysics of Morals*, Mill’s *Utilitarianism*, and others. All course materials are available for free on-line.

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PHIL 1175	INTRO TO PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		601			Roberts
		602			

**(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.

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PHIL 1175	INTRO TO PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		603			TBA
		604			

**(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.

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PHIL 1175	INTRO TO PHILOSOPHY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		691			Newhard

**(GE:HU)**

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.

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PHIL 1180 INTRO TO CRITICAL REASONING	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
	601			Miller

**(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.

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PHIL 1500 INTRO TO LOGIC	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
	001	11:00-12:15	TR	Miller

**(GE:MA)**

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.

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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

**(GE:HU); DD**

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 will examine Buddhist religion on those same topics.

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PHIL 2001 PHILOSOPHY THROUGH SCIENCE FICTION

<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
601			Yalcin

**(GE:HU); DD**

Focuses on philosophical themes that emerge in the science fiction genre, introduces them in a literary context, but further expands on them through rigorous philosophical analysis. The course covers philosophical themes in Metaphysics, Epistemology, Philosophy of Mind, Philosophy of Religion and Moral Philosophy, themes that might be covered in any introductory level philosophy course.

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<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
001	11:00-12:15	TR	Veber

**(GE:HU);DD**

This course is an examination of philosophical issues surrounding freedom of speech and related notions such as: obscenity, hate speech, fake news, no platforming, and academic freedom. Questions to be addressed include: Is free speech good or bad for the maintenance and growth of human knowledge? Is there such a thing as immoral speech? If so, should it be prohibited? The goal is for students to develop a solid understanding of these issues and form their views on them in a rational way.

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<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
001	9:30-10:45	TR	Bailey

**(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

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

**(GE:HU); DD**

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. Students must purchase an eBook, *Business Ethics* (2020).

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

**(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.

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PHIL 2275	ENVIRONMENTAL ETHICS	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		601			Yalcin
		691			

**(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).

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PHIL 2277	BIOMEDICAL ETHICS	<u>Section</u> 601	<u>Time</u>	<u>Days</u>	<u>Instructor</u> TBA
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**(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 8<sup>th</sup> 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.

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PHIL 2282	PHILOSOPHY OF LAW	<u>Section</u> 001	<u>Time</u> 9:30-10:45	<u>Days</u> TR	<u>Instructor</u> Collins
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**(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.

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PHIL 3255	PHILOSOPHY OF MIND	<u>Section</u> 001	<u>Time</u> 11:00-12:15	<u>Days</u> TR	<u>Instructor</u> Collins
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The philosophy of mind is defined by a group of problems relating to mental phenomena. Among the questions that are central to this field, and that we will consider in this course, are the following: What is

it for a creature or system to have a mind? Can computers have minds? What is the relation between mind and body? In particular, are mental items (minds, thoughts, feelings) reducible to physical things (e.g., brain states or bodily behaviors), or not? If so, what marks the difference between mental states and “mere” physical states? What is a belief, and how does it come to have the representational meaning that it does? Are there even such things as mental states, like beliefs and desires? The mental and physical in some ways seem to be distinct things, but they also seem to be intimately connected. We’ll try to sort out the relationship between them. In so doing, we will make some incursions into overlapping and adjacent areas, such as cognitive science, neuroscience, psychology, computer science and philosophy of language. This course will in the main be about issues, rather than about particular philosophers, but we will read and discuss the views of such philosophers as Rene Descartes, Gilbert Ryle, John Searle, Alan Turing, Paul and Patricia Churchland, and Hilary Putnam. The textbook is This is Philosophy of Mind: an Introduction, by Pete Mandik.

PHIL 3260	EPISTEMOLGY	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>
		001	12:30-1:45	TR	Newhard

**WI**

Many different kinds of people are interested in knowledge for its own sake: scientists, mathematicians, and philosophers pursue knowledge because of its intrinsic value. But even if knowledge is not pursued for its own sake, knowledge is valuable because it is useful. In order for us to make good, reliable decisions about practical matters, the beliefs we use to make those decisions need to be true. Further, our confidence in making those decisions requires not just that our beliefs be true, but that they be supported with reasons or evidence. That is, we want our decisions to be based upon knowledge.

Epistemology is the branch of philosophy which addresses philosophical questions about knowledge and rationality. In this course we raise questions about the nature of knowledge, including: What sort of evidence or justification is required for a belief to constitute knowledge? Is there any knowledge in the world which is so certain that no reasonable person could doubt it? What can I know about reality from the evidence of my senses? Is it possible to have knowledge about the future based on what has happened in the past? Is it possible to have objective knowledge? Is it possible that knowledge for a non-human mind differs from knowledge for a human being?

PHIL 3281	INTRO TO PHILOSOPHICAL ETHICS IN THE HEALTH CARE PROFESSIONS				
	<u>Section</u>	<u>Time</u>	<u>Days</u>	<u>Instructor</u>	
	601			TBA	

**(GE:HU); DD**

We begin with an in-class 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 in-class exams, a semester essay, and a final exam.