

Department of Philosophy

Spring 2023

PHI 1000, 001-032, DL1 and HON H01-H03 Knowledge, Reality, Self

Please see Master Schedule for specific times.

Philosophical responses to the questions of how we can know, what is real, and what is the nature of human existence that explore the dialogue between Catholic, Christian, secular and skeptical perspectives on these questions.

PHI 2010-001 Logic & Critical Thinking

Instructor: **Prof. Daniel Allen**

M W F 10:40-11:30 am

The study of logic and critical thinking. Topics include: argument identification and analysis; formal and informal logic; fallacies; inductive argument; the role of argumentative structures in various philosophical traditions.

PHI 2020-001 Symbolic Logic

Instructor: **Prof. Daniel Allen**

M W F 12:50-1:40 p.m.

This course introduces students to symbolic logic, including sentential and predicate logic. We will translate statements in English into symbolic notation, and construct formal derivations – developing skills that will help you evaluate the validity of reasoning in any discipline. The course does not presuppose prior experience with philosophy, or any advanced knowledge of mathematics.

PHI 2115-001 Ethics for Healthcare Prof

Instructor: **Dr. Stephen J. Bujno**

T R 10:00-11:15 a.m.

This course serves both as an introduction to philosophical ethics, and through effective individual critique and collaboration, the practical application to commonly encountered case study scenarios. After establishing the parameters of health care ethics as a field of study, each participant will develop skills in logic and critical thought as the rational process of philosophical thinking. Fundamental questions of life will also be addressed; what does it mean to be ethical, what constitutes personhood, what makes a human act licit or illicit, and what levels of responsibility does one person have to another, among them. Following a survey of various ethical theories, those viewpoints and tools of logic will then be applied to a series of ethical situations drawn from actual clinical cases. This will provide each student with reflective opportunities to consider complex ethical scenarios, while deliberating various approaches, their corresponding end results, and the impact on the patient's well-being. An underlying ethos of the course is to focus on the treatment of the person, aligning professional medical care with respect and dignity for the individual.

PHI 2115-002 & -004 Ethics for Healthcare Prof

Instructor: **Dr. Peter Koch**

T R 10:00-11:15 am & 11:30 am-12:45 pm

This course explores contemporary ethical issues in medicine and health care through case analysis, academic research, and class discussion. Students will develop the philosophical tools and sensitivities needed to assess and resolve complex ethical situations, with a particular focus on those situations that are commonly encountered by clinicians and researchers throughout their careers. While this course is primarily designed for future clinicians, other interested students are welcome to participate as well.

PHI 2115-003 Ethics for Healthcare ProfInstructor: **Dr. Stephen Napier**

T R 1:00-2:15 pm

The purpose of this course is to help students become more effective in dealing with ethical questions in professional nursing, medical practice, and research. The animating center of the course is the theme of loving the human person(s). Imagine a wheel with the axle representing the theme of loving patients. Each of the issues we will be discussing, whether it is abortion, euthanasia, research on human subjects etc., represent the perimeter of the wheel. Each "spoke" is a way of seeing how to love patients better – we will be examining different aspects of the same axle. With each issue, we ask the more general question what does loving the human person look like for the terminally ill person, or a research subject or etc. The entire course will be traveling along the perimeter of the wheel with love for the human person as its center. We will look and see exactly what respecting human lives looks like in different circumstances and conditions. Arguments on both sides of each issue will be examined carefully and due weight given to a variety of informed opinions.

I intend to listen carefully and to do my very best to be open, honest, and patient in discussions. I strongly encourage you to be just as rigorous in analyzing your own opinions as you do for others.

The course begins by asking some fundamental ethical questions; how do we form moral judgments? What is human dignity? What are the features of a wrong (or right) action? Having addressed some fundamental issues in ethics, we turn to more concrete and specific applications in the health care setting.

PHI 2115-005 Ethics for Healthcare ProfInstructor: **Dr. Sarah-Vaughan Brakman**

T R 11:30 am – 12:45 pm

This course will expose us to contemporary philosophical problems in medicine and health care. Through reading, critical reflection and classroom dialogue, you will learn to see yourself as part of a society that must take responsibility for its goals and uses of power concerning issues of life and death. This course is geared toward future clinicians. As such, we will pay close attention to the way that certain ethical dilemmas challenge health care professionals in particular. This course will teach a method for ethics clinical case consultation. Non-clinicians are welcome to take the course, but need to be aware of the professional focus of the readings and assignments. We will learn the philosophical basis from which to address and to discuss moral problems. When relevant, we will explore the differences in approach to medical ethics between the philosophical and the theological. Topics include: cultural competency, genetics, human experimentation, organ transplantation, physician-patient relationship, physician-nurse relationship, informed consent, end of life challenges, assisted-suicide, new reproductive technologies, and managed care.

PHI 2115-006 & -007 Ethics for Healthcare ProfInstructor: **Dr. Shahram Ahmadi Nasab Emran**

T R 1:00-2:15 pm & 2:30-3:45 pm

This course explores contemporary ethical issues in medicine and health care professions through case analysis, academic research, and class discussion. As a participant in the course, you will develop the philosophical tools and sensitivities needed to assess and resolve complex ethical situations, with a particular focus on issues and situations that are commonly encountered by clinicians and researchers throughout their careers. The course begins by asking some fundamental ethical questions: What does it mean to be ethical? What makes an act right or wrong? What makes a person good or bad? How should we treat others, and why? Having addressed some fundamental issues in ethics, we turn to more concrete and specific applications in the health care setting by drawing upon actual clinical cases. The course is also about developing certain skills and competencies which are crucial for properly navigating the landscape of biomedical practice and research and fostering the virtues which are at the core of ethical life.

PHI 2121-001 & -002 - Environmental EthicsInstructor: **Dr. James M. Murdoch, Jr.**

MWF 10:40-11:30 am & 11:45 am -12:35 pm

This course will explore ethical questions which concern the physical and biological environment, including analysis of competing priorities among environmental, economic and political values. We will examine the theoretical underpinnings of our ethical choices as well as specific issues and dilemmas related to the environment, its preservation, provision, and threats to its continued sustainability.

PHI 2155-001 Engineering EthicsInstructor: **Dr. Mark J. Doorley**

T R 1:00-2:15 p.m.

This course examines the field of engineering ethics through a series of case studies that raise questions about professional responsibility, the role of technology in society and the need for a more holistic evaluation of the purposes of science and engineering.

PHI 2180-001, -002 & -100 - Computer EthicsInstructor: **Dr. Emma Stamm**

M W F 11:45 am-12:35 pm and 12:50-1:40 pm; W 6:00 pm-8:30 FAST

Advances in digital computing have led to paradigmatic shifts in knowledge production, industry, and global politics. Today, computing infrastructures connect all aspects of society. Their effects demand ethical scrutiny, but the fast pace of innovation tends to confound this pursuit. The aim of PHI2180 is to orient students to the study of computer ethics, a well-established and continually evolving academic field. We draw richly from the discipline of philosophy, indicating where theoretical inquiry clarifies the moral complexities of today's leading applications. Our materials are not strictly limited to philosophy, however: we also read texts and engage with new media from such fields as critical data studies, information theory, and computer science.

"Ethical Issues in Computer Science" emphasizes the durability and reliability of philosophical reasoning as a guide for technological decision making. Our premise is that a substantial foundation in ethical theory outlasts cycles of tech development. By the end of the course, students will be prepared to evaluate the ethics of new innovations for years to come.

PHI 2190-001 FreedomInstructor: **Dr. Justin Humphreys**

T R 4:00-5:15 pm

Free will, conceived as a power of unencumbered choice, seems to be necessary for distinctively human actions. Yet in modernity, human freedom undergoes a transformation. The development of new technologies and modes of production, and the dissolution of old traditions and ways of life, leads to an immense increase in the potential objects of choice. But the development of impersonal bureaucracies threatens to reduce the free and rational individual – the citizen of a political community – to a mere cog in the machinery of mass society. Focusing on the work of Hannah Arendt, this course considers how modernity is marked by the "rise of the social", in which the economic sphere envelops the political sphere. This makes possible new forms of moral failure, encapsulated in Arendt's notions of "totalitarianism" and the "banality of evil", which she considers to have driven the Nazi genocide. We will consider suggestions about how to remedy this situation, especially Arendt's concept of "thinking". In addition to the works of Arendt, course readings will include texts by Aristotle, Marx, Baudelaire, Kafka, Benjamin, Heidegger, and others.

PHI 2400-001 Social and Political PhilosophyInstructor: **Dr. John-Paul Spiro**

M W 4:45-6:00 pm

In this course we will survey the core concepts of important thinkers in the history of social and political thought. In the first half of the course, we will do so comparatively by exploring distinct intellectual traditions from ancient China, Egypt, Turkey, and Greece as well as medieval Islamic and Christian political philosophy. The second half of the course will focus on the core concepts of the social contract tradition, Marxism, feminism, and post-colonial thought. The central assumption of this course is that despite enormous technological and social changes, specific political problems endure. All serious works in political philosophy must address these problems even if the specific articulation of the problems and answers are context-sensitive or adjusted to local cultures and practices. These problems are connected to population and demography, institutions, territory, division of labor, property, religion, the household, gender norms and relations, leadership, and the often conflicting goals – such as security, freedom, power, happiness, order, equality, recognition, and growth – of political life. This assumption means that we will read and discuss historical texts not just to understand and critique our origins but also as a guide to reflection on recurrent political challenges. We will also consider the role of philosophy in politics and seek to understand the philosophical claims and arguments that can legitimize and delegitimize political orders.

PHI 2420-001 Philosophy of WomenInstructor: **Dr. Martina Ferrari**

M W 3:20-4:35 p.m.

This course introduces some key concepts, ideas, and frameworks commonly used in feminist philosophy. By providing a brief historical overview of feminism's historical trajectory, the first part of this course deals with the difficult question of the place of women in the history of philosophy. The second part of this course ventures where the history of philosophy has not dared: searching for an answer to Beauvoir's question, "What is a Woman?" In the third part, this continued examination of the question shows how differences in race, class, and sexual orientation defy efforts to assert a single story of women, thereby revealing the dilemma at the heart of Beauvoir's question. The last part of the course considers feminism in a global context and seeks possibilities for alliances across difference. Throughout the term, we will grapple with broad philosophical questions such as: What does it mean to do philosophy as a woman and/or feminist? What can philosophy do for feminism and vice versa? What is the relation between feminist theory and praxis? Ideally, students will come out of this course with a strong background in feminist philosophy and a nuanced understanding of what it has to offer.

PHI 2450-001 Catholic Social ThoughtInstructor: **Dr. Sally Scholz**

M W F 9:35-10:25 am

This course examines the papal encyclicals that constitute Catholic Social Teaching. As we read this rich body of work, we will focus our attention on the themes of dignity of the human person, human rights, solidarity, and subsidiarity. The encyclicals address challenges to modern life and topics pertinent to living in society such as workers' rights, environmental stewardship, poverty and economic development, racism, and gender roles in the family. Our aim is to create a cooperative community in which we explore pressing contemporary issues illuminated by the social teachings of the Church.

PHI 2900-001 Philosophy of ReligionInstructor: **Dr. Stephen Napier**

T R 4:00-5:15 pm

Arguments for God's existence, the veridicality of religious experience, the argument from evil, the purported hiddenness of God, the rationality of religious belief, science and religion.

PHI 2990-001 TOP: Engineering HumanityInstructor: **Dr. Georg Theiner**

M W 1:55-3:10 pm

In this interdisciplinary course, we reflect on a variety of philosophical issues surrounding the engineering of artificial and human intelligence. These include the dynamic interactions between AI and HI, how human-computer-interfaces affect humanity, how humans outsource thinking to computers and other related technologies, how digital technologies transform the production, dissemination and validation of knowledge, and how ethical values translate into technological and social decisions that affect who we are and who we are capable of being. The course emphasizes cross-disciplinary discussion and does not presuppose a background in philosophy. Our class will feature regular visits by speakers of the ongoing "Ethics and Empirics of Engineering Humanities" series.

PHI 2990-002 & 003 TOP: Yoga and PhilosophyInstructor: **Prof. Amy Nobles Dolan**

T R 8:30-9:45 am & 10:00-11:15 am

This course will introduce yoga's ten fundamental tenets for living a good life. We will read a broad selection of literature on the topics of non-violence, truthfulness, non-stealing, moderation, non-possessiveness, purity, contentment, zeal, self-study and surrender to a higher power. In each class we will practice about 30 minutes of yoga, as a yoga mat is a powerful laboratory on which we can begin to explore these concepts. Students will be challenged to apply our theoretical discussions and reading to incidental and significant moments in their own lives in 6 written reflections.

PHI 3040-001 History of Early Mod PhilosophyInstructor: **Dr. Julie Klein**

T R 2:30-3:45 p.m.

Philosophy 3040 is an intensive study of major texts and themes in 17-18th century European philosophy. We'll study six canonical figures (Descartes, Hobbes, Spinoza, Leibniz, Hume, and Kant) and five not yet as canonical but exceptionally interesting figures (Princess Elizabeth of Bohemia, Lady Margaret Cavendish, Lady Anne Conway, Anton Amo, and Sophie de Grouchy).

To appreciate the variety of views and the liveliness of debate in the period, we'll start with topics in metaphysics and epistemology. Descartes' substance dualism is criticized by Hobbes, Elizabeth, Cavendish, Conway, Spinoza, and Amo, but in some ways rehabilitated by Leibniz. Hume rejects the entire project of Cartesian-Leibnizian rationalism in favor of empiricism and skepticism, and Kant proposes a "third way," transcendental, critical philosophy. Social and political philosophy will be our second major area of focus. We will explore Hobbes' and Spinoza's respective accounts of human nature and political organization and critical responses by Cavendish, Rousseau, Kant, and Sophie de Grouchy.

Our authors philosophize during the scientific revolution, after the crack-up of western European Christendom during the Reformation, as governance and the nature of the state are shaken and revised by wars civil and foreign, and in an age of colonialism and slavery. As 21st century readers, we'll explore our authors' views in their respective contexts and consider our relation to their ideas.

PHI 3990-001 TOP: Epicureans, Stoics & CynicsInstructor: **Dr. Justin H. Humphreys**

T R 1:00-2:15 p.m.

What is the best way to live? Though this question might seem naïve or ambiguous, it appears to be inescapable when one chooses to pursue certain goals. But how could one answer so big, and so personal, a question? This course considers the answers proposed by the Hellenistic and Roman schools. Before it became a specialized field of study, philosophy was as much about practice as it was about theory. The Epicureans taught that the best way of life was to pursue quiet pleasures, without getting wrapped up in

the pursuit of wealth and power. The Stoics argued, to the contrary, that the only thing worth pursuing is virtue, which on its own is sufficient to make one happy. The Skeptics resisted both teachings and advocated liberating oneself from philosophical concerns by cultivating doubt. Finally, the Cynics held few or no positive doctrines, preferring to perform their philosophy through direct action that undermined the social conventions of their time. This course examines the original sources that describe these classical schools of philosophy, with an eye to interrogating our own way of life.

PHI 4140-001 Philosophy of Contemporary Music

Instructor: **Dr. John M. Carvalho**

M W 4:45-6:00 pm

What is music and how can a philosophical study of contemporary or “pop” music help us to capture not just what music is but how music means? This course aims to answer these questions. “What is music?” asks us to define or clarify what we mean when we call something music. We will answer this question with a genealogy of Western music from its earliest expressions to contemporary pop music and beyond. To answer the question “How does music mean?” we will study the music itself, the sequence of tones that carry the melody, supply the harmony and establish the rhythm or keep time. While people generally find meaning in the lyrics sung with that music, we will explore how the music makes meaning apart from the poetry or when there are no lyrics.

We will attempt to answer these questions by listening closely to the noise in rock and rap (or hip hop), the transgender politics of pop, for the ways Black lives matter in jazz, to the nomadism in DJ music and by listening to the body as the medium for making and finding meaning in music. Our listening will be aided by reading texts inspired by the philosophy of Friedrich Nietzsche, Theodor Adorno, Judith Butler, Gilles Deleuze and Maurice Merleau-Ponty.

PHI 4150-001 Philosophy & Film

Instructor: **Dr. Gabriel Rockhill**

M W 3:20-4:35 p.m.

This course will explore the relationship between film and philosophy, highlighting the emancipatory and educational potential of filmmaking as it relates to issues of class exploitation, colonialism, racism, hierarchies of gender and sexuality, and the ecological crisis. Throughout the course, we will weave together audiovisual analysis and the discussion of particular films with philosophical issues ranging from the nature and function of images to the power of ideology. We will begin by analyzing the society of the spectacle in which we live and the way in which moving images and recorded sounds construct worldviews and manipulate unconscious drives. In order to understand the hidden mechanisms of this manipulation, we will focus on the way in which gestures of everyday life are filmed, reflecting on the difference between documentary and fiction cinematography.

PHI 4610-001 Philosophy of Mind

Instructor: **Dr. Georg Theiner**

M W 4:45-6:00 pm

The goal of this course is to engage students in contemporary debates in the philosophy of mind. The course is divided into five modules. In the first module, which lays the foundation, we survey a variety of attempts to characterize the relationship between mind and body. In the second module, we consider the ‘self-model’ theory of subjectivity, a multi-level framework for studying conscious experience, the phenomenal self, and the emergence of the first-person perspective from objective brain processes. In the third module, we revisit the ‘nature-nurture’ debate, reviewing scientific evidence which points to the many ways in which culture and experience shape the human mind. In the fourth module, we challenge the dominant assumption that mind and consciousness are confined inside the boundaries of the brain, and learn about

alternative approaches that highlight the embodied, embedded, extended, and enactive ('4e') nature of cognition. In the fifth and final module, we discuss a growing movement known as transhumanism, which advocates the use of advanced technologies to alter the future evolution of our species beyond its current forms of embodiment.

PHI 4825-001 Existentialism

Instructor: **Dr. Gregory Hoskins**

T R 11:30 am -12:45 pm

In this course we will explore the origin and continued development of existentialism in the 20th and 21st centuries and examine the exploration of existentialist concerns in works of art (primarily works of literature and music). Particular attention will be given to the specifically American forms of existentialist art (for instance, the Blues) and to our contemporary American social-cultural situation (in which, as the title of one of our books has it, "individuality became the new conformity").

Although 20th Century existentialist thinkers identified kindred souls that lived and worked prior to the 20th Century – such as Saint Augustine, Pascal, Kierkegaard, Nietzsche, and Frederick Douglass – existentialism as an intellectual and artistic movement became self-conscious following the First and Second World Wars and with decolonialism. Reacting to an excessive abstraction in philosophy and the determinism presupposed by the development of the so-called "behavioral sciences," and horrified by social- cultural developments that seem to have fed the savagery of the wars (technological fetishism, fascist authoritarianism, post-industrial capitalism and cultural consumerism, etc.) and the brutal colonial, racist suppression of peoples, a set of thinkers and artists focused themselves on a specific set of topics: the meaning and significance of human life, the quality of an individual's lived experience, the nature and lessons of limit-experiences such as death, sex and crime, the issue of personal identity and the relation of the self to others, and the ethical and political consequences of the breakdown of the alleged certainties of western culture. Perhaps above all, existentialists are preoccupied with the centrality of freedom and responsibility in human life.

PHI 5000-001 SEM: THE LANGUAGES OF SCIENCE:

Instructor: **Dr. Lisa Dolling**

The roles of rhetoric, metaphor and narrative in the scientific enterprise

TR 4:00-5:15 pm

This course is intended as a general introduction to the discipline known as **Rhetoric of Science**, which, in its simplest form, aims to apply the tools of rhetorical inquiry to the various modes of scientific discourse. Special attention will be given to examining the roles that **metaphor** and **narrative** play in that effort. A significant part of this course will be devoted to the **feminist critique** and analysis of science, in terms of both theory development and science communication.

An important outcome of this course will be an understanding of the importance that language plays in the lives of both scientists and non-scientists alike, and how an awareness of rhetorical devices—whether or not they are consciously employed—can enhance our understanding and practice of science, as well as help bridge the divide between science and humanistic inquiry.