Department of Philosophy
Summer 2022

Summer Session I

PHI 1000-015  Knowledge, Reality, Self  Instructor: Dr. Emma Stamm
M T W R 11:00 am-1:20 pm (Distance Learning)
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 1000-016  Knowledge, Reality, Self  Instructor: Staff
M T W R 1:30-3:50 pm (Distance Learning)
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 2400-015  Social and Political Philosophy  Instructor: Dr. Gabriel Rockhill
M T W R 1:30-3:50 pm (Distance Learning)
The first section of the course is dedicated to analyzing the historical emergence and evolution of three major political configurations that have marked the history of the Euro-American world: cosmological political culture, ecclesiastical political culture, and contractual political culture. This macroscopic overview of the history of political cultures will allow us to highlight the specificity of the contractual political culture that emerged during the Enlightenment. We will focus most notably on the links between a series of unique characteristics of modern politics: the development of the appearance of modern democracy and social contract theory, the “birth” of public opinion, the formation of the nation-state, the transformation of the notion and practice of revolution, the gradual displacement of the limits of political visibility (which opened up to workers, women, foreigners, and other so-called “minorities”), and the emergence of a battery of new concepts for thinking politics, including the modern concepts of race, culture, civilization, ideology, popular sovereignty, and terrorism.

The second section of the class will adopt a microscopic perspective by concentrating on the specificity of our own contemporary socio-political ethos and how it may or may not distinguish itself from modern contractual political culture. We will investigate, more specifically, some of the underlying themes in contemporary debates regarding political liberalism, communitarianism, multiculturalism, radical social transformation, minority rights, gender and racial equality, the prison-industrial complex, terrorism, environmentalism and globalization.

Summer Session II

PHI 1000-025  Knowledge, Reality, Self  Instructor: Dr. Shahram Ahmadi Nasab Emran
M T W R 11:00 am-1:20 pm (Distance Learning)
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.
The main goal of this course is twofold: on the one hand, we will seek to understand how philosophy can increase and refine our sensitiveness to literary creation and on the other hand, we will discuss philosophical dimensions of literary texts, in order to make visible ways in which literature is introducing us to philosophy.

What are the philosophical problems arising within literary writings? What can philosophy do for literature? How does literature inspire philosophy? In this course, we will try to answer these three questions by exploring literary texts that engage philosophical thinking in different ways. Students will be invited to read and to comment on excerpts from contemporary French, Brazilian and Italian novels, while asking philosophical questions and examining specific philosophical problems. We will also discuss philosophical theories of literature, in order to see how philosophers approach literary creation.

By virtue of the centrality of its theme to all human life, the philosophy of disability is a field that touches upon nearly every area of philosophical inquiry. For example, disability is discussed in social and political philosophy; feminist philosophy; social epistemology; philosophy of law; aesthetics; philosophy of medicine; philosophy of mind; applied fields including bioethics, engineering ethics, and environmental ethics; and in multiple areas of continental philosophy. In 4 weeks, we cannot thoroughly examine each intersection, but through this course you will gain a deeper appreciation of the philosophical study of disability and gain an understanding of the primary debates and positions within the field with an eye toward the oppression and marginalization of disabled voices and experiences. Attention to the concepts and experiences of impairment and disability allows us to rethink some of the fundamental philosophical assumptions about personhood, dependence, autonomy, opportunity, and justice.

This course introduces the philosophical study of disability. It raises important questions that challenge our thinking and assumptions in a range of ways and explores issues such as: social versus medical models of disability; definitions of impairment and disability, including how they have changed through history; disability as identity and how it interacts with other identities; the relationship between concepts of disability and concepts of well-being; disability and culture; and philosophy's treatment of intellectual disability in the context of philosophy's traditional valorization of reason.

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.