



**PHILOSOPHY DEPARTMENT
WINTER 2012 COURSES**

COURSE	TITLE	TIME	DAYS	FACULTY	ROOM
PHL 101-01	Intro to Philosophy	11:00 AM - 12:15 PM	MW	Wandmacher	MSB 325
PHL 101-02	Intro to Philosophy	12:30 PM - 1:45 PM	MW	Wandmacher	MSB 325
PHL 101-03	Intro to Philosophy	11:00 PM - 12:15 PM	TR	Wandmacher	MSB 325
PHL 101-04	Intro to Philosophy	12:30 PM - 1:45 PM	TR	Artis	MSB 309
PHL 101-05	Intro to Philosophy	2:30 PM - 3:45 PM	TR	Artis	MSB 309
PHL 101-06	Intro to Philosophy	7:00 PM - 9:45 PM	M	Givhan	FH 453
PHL 103-01	Critical Thinking	7:00 PM - 9:45 PM	R	Givhan	FH 453
PHL 162-01	Intro to Ethics	12:30 PM - 1:45 PM	TR	Warren	FH 417
PHL 162-02	Intro to Ethics	11:00 AM - 12:15 PM	TR	Warren	FH 301
PHL 162-03	Intro to Ethics	7:00 PM - 9:45 PM	W	Givhan	FH 212
PHL 168-01	Philosophy of Bioethics	12:30 PM - 1:45 PM	MW	Veillet	FH 558
PHL 168-02	Philosophy of Bioethics	2:30 PM - 3:45 PM	MW	Veillet	FH 558
PHL 170-01	Disabilities Studies	2:30 PM - 3:45 PM	TR	Anderson	FH 301
PHL 202-01	Intro to Logic	12:30 PM - 1:45 PM	MW	Cushing	FH 310
PHL 202-02	Intro to Logic	2:30 PM - 3:45 PM	MW	Cushing	FH 310
PHL 203-01	Origins of Modern Racism	11:00 AM - 12:15 PM	MW	Warren	FH 558
PHL 300-01	Philosophical Reasoning	11:00 AM - 12:15 PM	TR	Anderson	FH 335
PHL 321-01	Metaphysics	5:30 PM – 8:00 PM	T	Cushing	FH 561
PHL 362-01	Philosophy of Law	12:30 PM - 1:45 PM	TR	Anderson	MSB 302
PHL 380-01	20th Century Philosophy	2:30 PM - 3:45 PM	TR	Veillet	FH 550
PHL 484-01	History: The Renaissance	12:30 PM - 3:15 PM	M	Artis	FH 335
PHL 499-01	Philosophy Capstone	9:30 AM - 12:15 PM	F	Wandmacher	FH 331

PHL 101-01, 02, 03: Introduction to Philosophy / Dr. Wandmacher

This course will introduce the student to some of the main areas of inquiry and historical development in philosophy. The history of philosophy ranges from Ancient Greece through today. The range of issues covers the very nature of reality, the relationship between our perceptions and reality, the nature of mind, human knowledge, and morality. All of these issues will be touched upon, although the focus will be primarily upon metaphysical and epistemological studies.

PHL 101-04, 05: Introduction to Philosophy / Dr. Artis

In this course, we will hone our abilities to think, argue, and communicate while discussing two major sets of philosophical themes. These themes will be: "Value" and "Metaphysics, Epistemology, & Existentialism." In "Value" we will what, if anything, is good and beautiful and loveable, and how, if such things exist, they come to be so. In "Metaphysics, Epistemology, & Existentialism" we will ask what ultimate reality consists in, how we might come to know of it, and what topics such as death mean to us. By the end of the course, you will be able to think, read, write, and speak philosophically. Above all, this consists in offering charitable interpretations of the views of others, and creating credible positions of your own in light of these views. I expect to challenge you on a number of your opinions, and hope to be tested in my own convictions. When we reach the last session, we will be able to discuss intelligently and with a feeling a wide array of issues and concerns that have vexed and delighted many through the ages.

PHL 101-06: Introduction to Philosophy / Givhan

The course seeks to help students develop critical and analytical skills by the examination of various enduring philosophical questions. The course will consider such questions as: What can I know? How can I know what is right? Does God exist? What am I, mind or body or both? These philosophical questions and others like them are "enduring questions", not because they cannot be given answers, but because each generation tends to confront the issues that they raise for itself and in its own terms.

PHL 103-01: Critical Thinking / Givhan

The course seeks to help students develop logical skills by focusing on the study of arguments and the techniques useful in recognizing, evaluating and developing them. Topics will include types of arguments and fallacies, deductive and inductive logic, and some propositional logic.

PHL 162-01, 02: Introduction to Ethics / Warren

The Introduction to Ethics course introduces students to several ethical models. We learn that different ethical models have different standards or norms for determining whether actions are morally right or morally wrong. As we explore different ethical models, we explore the role of reason or rationality, moral equals, or universality play in respective ethical models. Students are evaluated based on their written work and quizzes.

PHL 162-03: Introduction to Ethics / Givhan

This course seeks to introduce students to the branch of philosophy called "ethics" and help them develop the critical and analytical skills needed to understand and apply moral reasoning to personal and social issues. We will critically examine a number of ethical issues and seek to help students develop the background knowledge and skills to assess various normative positions. The course will consider such questions as: What is the purpose of morality? Is morality relative? Why should we be moral? The course will also examine classical moral theories and consider such issues as abortion, the legalization of drugs and same-sex marriage.

PHL 168-01, 02: Philosophy of Bioethics / Dr. Veillet

Introduction to classical ethical theories and their application to contemporary bioethical issues, such as neuroethics, ethics of nanotechnology, stem-cell research, bioterrorism, cloning as well as a broad range of health care issues such as health system reform, international health research, social inequities in health and the allocation of scarce resources.

PHL 170-01: Disability Studies / Dr. Anderson

“There is simply no area of contemporary life—be it medical, economic, educational, juridical, athletic, architectural, culinary, recreation, entertainment—that goes unaddressed in the disability studies literature. Just when you thought that there was nothing new to say about social construction, difference, the performative, the universal, the particular and the body, disability studies comes along to demonstrate both the theoretical and practical urgencies to which these and other too often abstract terms really refer.”

—Stanley Fish, Davidson-Kahn Distinguished University Professor of Humanities and Law, Florida International University

This course will introduce students to the newly emerging field of Disability Studies. Disability Studies refers to the examination of disability as a social, cultural, and political phenomenon. In contrast to clinical, medical, or therapeutic perspectives on disability, disability studies focuses on how disability is defined and represented in society. From this perspective, disability is not a characteristic that exists objectively in the person so defined, but is a construct that finds its meaning in social and cultural context. Disability studies is interdisciplinary and therefore this course will examine a variety of authors, articles and topics, including philosophical, medical and legal scholarship as well as literary and artistic works.

PHL 202-01, 02: Introduction to Logic / Dr. Cushing

There are rules of thought and language that the ancient Greeks discovered over two thousand years ago: these are the subject matter of Logic. This course teaches you what the difference is between a good argument and a bad argument, why it is so important to be clear and precise in your language and how even a comma can completely change the meaning of a sentence. This class is a humanities class, but there are no papers. I regard Logic as as much a *skill* as a subject, analogous to a foreign language or Math. For this reason, I believe that *doing* Logic is at least as important, and perhaps more so, than sitting and hearing about it. That is why so much of your grade is the weekly homeworks, and why much class time will be given over to doing exercises, sometimes giving you a head start on the homeworks. Doing Logic forces you to use parts of your brain that you might not even know you had. The major value to any student of taking a course in Symbolic Logic is that you are forced to think very hard and to be absolutely clear. It is no accident that it is a hugely important skill for the LSATs. Logic is a boot camp for the brain, and even if your brain is flabby and out of shape at the start, if you stick with it, you should have a fitter and sharper brain at the end.

PHL 203-01: Origins of Modern Racism / Warren

The Origin of Modern racism course introduces students to examinations of both race and racism. First, we examine some ways that the idea of race has been defined during the Modern period. Second, we explore how thinkers' definition of race contributes to the formation of and operation of racism during various stages of the modern period. Students are evaluated based on their written work and quizzes.

PHL 300-01: Philosophical Reasoning / Dr. Anderson

Forthcoming

PHL 321-01: Metaphysics / Dr. Cushing

Forthcoming

PHL 362-01: Philosophy of Law / Dr. Anderson

All of us live under a legal system and confront the law in many aspects in our daily lives. And yet most people know little more about the law than what they pick up from television crime and lawyer dramas. This course is intended to teach students how to think intelligently and critically about our legal system. This course will begin with an introduction to the American legal system (the rule of law, statutory and case law, *stare decisis*, and the role of moral reasoning within our legal system). We will then work through the classical theories of jurisprudence (natural law, positivism and realism) as well as the contemporary reformulations of these theories (by H.L.A. Hart, Ronald Dworkin and Andrew Altman). The class will then consider major philosophical issues in criminal law, civil law (both contract and tort law) and constitutional law.

PHL 380-01: 20th Century Philosophy / Dr. Veillet

Most philosophy courses offered at English-speaking universities fall into what we call the *analytic* tradition. The philosophical method at the heart of this tradition is, as its name suggests, the method of *analysis*. Interestingly, however, there is much disagreement amongst philosophers about what analysis actually consists in and, as a result, about what makes philosophy *analytic*. In the class, we will look back at the origins of the analytic tradition at the turn of the Twentieth Century. Our goals will be to come to appreciate what motivated early analytic philosophers, to make sense of their various conceptions of *analysis*, and to reflect more generally on the nature of philosophy itself.

PHL 484-01: Selected Topics in History: The Renaissance / Dr. Artis

The Renaissance brought the English language the twin monuments of the works of Shakespeare and the King James bible: it was an era in which beauty, truth, and goodness were inseparably intertwined. We will approach the philosophy of the period in this spirit, and we will survey not only major English figures such as Shakespeare and Francis Bacon, but also texts and authors from Italy, Germany, and France. The ideas under review will include diverse claims about: what it is to be a person, what the best form of life is, whether there is meaning in the universe as a whole, the nature of freedom, death, and love.

PHL 499-01: Philosophy Capstone / Dr. Wandmacher

This course is the Philosophy Capstone course. It is designed to bring together the philosophy majors' specialized knowledge with the broad foundations of the general education curriculum. This capstone begins by having the student identify a specific philosophical problem of particular interest to them. Once they identify that issue, they will then undergo a 2 week internship at IINN (Insight Institute of Neurosurgery and Neuroscience). The purpose of this internship is for the student to see how physicians and surgeons encounter the intersection of theoretical and practical philosophical issues every day, such as whether when determining whether or not a person is officially "brain dead." After the internship, students will come back to class and, working with their classmates, formulate their ideas into papers which they will present. Finally, after revision and expansion, they will submit their papers to undergraduate philosophy journals as part of their final grade for the course. The purpose of this exercise is to help our students get over the anxiety of preparing a paper for a journal submission, have them learn how to format papers for a journal submission, and to familiarize students with the activity of sending papers off to a journal. Grading will be based on completing the internship, achieving progress markers on the project, the final paper (including appropriate submission).