

Class	HUMN 220: Western Humanities I
Instructor	Chuck Hertrick
Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the contributions of significant Western thinkers to ongoing intellectual debate about moral, social, and political alternatives. 2. Demonstrate knowledge of the major trends and movements that have shaped and responded to this debate: e.g., monotheism, humanism, etc. 3. Demonstrate the ability to think critically about moral, social, and political arguments in the Western intellectual tradition, evaluating the logic of these arguments and relating them to the historical and cultural context. 4. Consider moral, social, and political issues from an interdisciplinary perspective.
Required Texts	<p>Aeschylus, <i>Oresteia</i> Thucydides, <i>History of the Peloponnesian War</i> Shakespeare, <i>The Tempest</i> Selected dialogues by Plato, parts of the Old and New Testament, Dante's <i>Inferno</i>, Machiavelli's <i>Prince</i>, and others.</p>
Other Information	<p>This course provides an intensive introduction to important literary, historical, and philosophical works of the Western tradition. Several major themes will run throughout the course, including: the relationship between the individual and the state; the relationship between the human and the divine; rationality and spirituality; the nature and sources of evil; the role of the artist in society; the narrative stance chosen by authors; the expansion of empires; the role of leaders; and the position of women in Western culture.</p>

Class	HUMN 220: Western Humanities I
Instructor	Elias Savellos
Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the contributions of significant Western thinkers to ongoing intellectual debate about moral, social, and political alternatives. 2. Demonstrate knowledge of the major trends and movements that have shaped and responded to this debate: e.g., monotheism, humanism, etc. 3. Demonstrate the ability to think critically about moral, social, and political arguments in the Western intellectual tradition, evaluating the logic of these arguments and relating them to the historical and cultural context.

	4. Consider moral, social, and political issues from an interdisciplinary perspective.
Required Texts	Not available at this time.
Other Information	N/A

Class	HUMN 220: Western Humanities I
Instructor	Stacey Edgar
Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the contributions of significant Western thinkers to ongoing intellectual debate about moral, social, and political alternatives. 2. Demonstrate knowledge of the major trends and movements that have shaped and responded to this debate: e.g., monotheism, humanism, etc. 3. Demonstrate the ability to think critically about moral, social, and political arguments in the Western intellectual tradition, evaluating the logic of these arguments and relating them to the historical and cultural context. 4. Consider moral, social, and political issues from an interdisciplinary perspective.
Required Texts	<p>Bible Homer, <i>Odyssey</i> Sophocles, <i>Antigone</i> Plato, <i>Republic</i> Dante, <i>Inferno</i> Thucydides, <i>The Peloponnesian War</i> Plato, <i>Republic</i> Shakespeare, <i>Hamlet</i> Virgil, <i>Aeneid</i> Augustine, <i>On the Free Choice of the Will</i></p>
Other Information	The required classic texts will be covered in detail. There will be three exams and two papers (there are multiple choices for the paper topics); each requirement has the same weight (20%). The course is a good examination of our early western heritage.

Class	HUMN 220: Western Humanities I
Instructor	James Bennett
Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the contributions of significant Western thinkers to ongoing intellectual debate about moral, social, and political alternatives.

	<ol style="list-style-type: none"> 2. Demonstrate knowledge of the major trends and movements that have shaped and responded to this debate: e.g., monotheism, humanism, etc. 3. Demonstrate the ability to think critically about moral, social, and political arguments in the Western intellectual tradition, evaluating the logic of these arguments and relating them to the historical and cultural context. 4. Consider moral, social, and political issues from an interdisciplinary perspective.
Required Texts	<p>Mason, <i>Gilgamesh</i> Sophocles, <i>Three Theban Plays</i> Thucydides, <i>On Justice, Power, and Human Nature</i> Plato, <i>The Republic</i> Virgil, <i>The Aeneid</i> The Bible, <i>Revised Standard Version</i> Boethius, <i>Consolation of Philosophy</i> Dante, <i>Inferno</i> Machiavelli, <i>The Prince</i> Shakespeare, <i>Hamlet</i> Western Civilization, Volume I</p>
Other Information	N/A

Class	HUMN 220: Western Humanities I
Instructor	Walt Soffer
Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the contributions of significant Western thinkers to ongoing intellectual debate about moral, social, and political alternatives. 2. Demonstrate knowledge of the major trends and movements that have shaped and responded to this debate: e.g., monotheism, humanism, etc. 3. Demonstrate the ability to think critically about moral, social, and political arguments in the Western intellectual tradition, evaluating the logic of these arguments and relating them to the historical and cultural context. 4. Consider moral, social, and political issues from an interdisciplinary perspective.
Required Texts	<p>Sophocles, <i>Antigone</i> Thucydides, <i>On Justice, Power and Human Nature</i> Plato, <i>The Republic</i> Cicero, <i>On the Commonwealth</i> The Holy Bible Augustine, <i>The City of God</i></p>

	Aquinas, <i>Treatise on Law</i> Machiavelli, <i>The Prince</i> Shakespeare, <i>Hamlet</i>
Other Information	N/A

Class	INTD 105: Existentialist Fiction
Instructor	Scott Clifton
Learning Outcomes	<ol style="list-style-type: none"> 1. Read significant existentialists texts carefully and critically, recognizing and responding to argumentative positions. 2. Write and revise sustained, coherent and persuasive arguments on significant issues related to human existence that arise from the content at hand. 3. Write clearly, following the conventions of Standard English. 4. Incorporate information gleaned through library research into written arguments.
Required Texts	<p>Fyodor Dostoevsky, <i>Notes from Underground</i> Franz Kafka, <i>The Trial</i> Jean-Paul Sartre, <i>Nausea</i> Jean-Paul Sartre, <i>No Exit and Three Other Plays</i> Albert Camus, <i>The Stranger</i> Albert Camus, <i>The Plague</i> Milan Kundera, <i>The Unbearable Lightness of Being</i></p>
Other Information	<p>Existentialism, or the philosophy of existence, was a philosophical movement that established roots in the nineteenth century and flourished in the middle of the twentieth century. In contrast to other philosophical movements of its day, existentialism placed a great deal of its focus on answering the practical question of how one should live. In particular, the real issue was how one should live in a time in which many people had decided that religion was no longer an adequate means of providing concrete answers to life's problems. When one gives up one's belief in God or decides that, even if God does exist, He exists in a realm completely distinct from ours, the universe quickly starts to look like it's meaningless or meaning is inaccessible to us. The existentialists wrestled with the following question: if our lives contain no transcendent, objective meaning, then how are we supposed to live?</p> <p>Because this is such a personal, practical issue, many of the existentialists pursued answers through fiction. In this section of INTD 105 we will closely read several works by existentialists, paying close attention to why they seemed to believe life had no transcendent, objective meaning and to whether the answers they</p>

	come up with might be persuasive solutions to the problem of existence. The writing assignments in this section will give us the opportunity to deepen our thinking about these issues.
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Class	INTD 105: Writing Seminar - Philosophy of Nonviolence
Instructor	Brian Barnett
Learning Outcomes	<ol style="list-style-type: none"> 1. The ability to read significant texts carefully and critically, recognizing and responding to argumentative positions. 2. The ability to write and revise sustained, coherent and persuasive arguments on significant issues that arise from the content at hand. 3. The ability to write clearly, following the conventions of Standard English. 4. The ability to incorporate information gleaned through library research into written arguments. 5. A deeper understanding of nonviolence in both theory and practice, including political, ethical, and spiritual dimensions.
Required Texts	Birkenstein and Graff, <i>They Say/I Say: The Moves that Matter in Academic Writing</i> Holmes and Gan, <i>Nonviolence in Theory and Practice</i> Nhat Hanh, <i>Being Peace</i> Various Online Resources
Other Information	Classes will include regular lecture and discussion, a few documentaries, and several in-class writing workshops, including peer review sessions, a plagiarism workshop, and library orientation. Requirements include attendance, daily reading, regular participation in discussion, and frequent writing assignments, including three 3-4 page essays (double-spaced) and one research paper of the same length.

Class	INTD 105: Freedom of Speech
Instructor	Carly Herold
Learning Outcomes	<ol style="list-style-type: none"> 1. The ability to read significant texts carefully and critically, recognizing and responding to argumentative positions. 2. The ability to write sustained, coherent, and persuasive arguments on significant issues that arise from the content at hand. 3. The ability to write clearly, following the conventions of Standard English. 4. The ability to incorporate information gleaned through library research into written arguments.

Required Texts	John Stuart Mill's, <i>On Liberty</i> Plato's <i>Apology</i> Supreme Court cases and Contemporary texts
Other Information	This class will address philosophical and political questions about the freedom of speech and thought. What exactly is it that's being protected? Why is it important? Is the freedom of speech integral to democracy? Are there ever good reasons to restrict this freedom? The class will address these themes and others from a variety of perspectives: great works of philosophy, supreme court cases, as well as contemporary theoretical and practical writings.

Class	INTD 105 – Skepticism, Conspiracy Theories, and Critical Thinking
Instructor	David Hahn
Learning Outcomes	<ol style="list-style-type: none"> 1. The ability to read significant texts carefully and critically, recognizing and responding to argumentative positions. 2. The ability to write sustained, coherent, and persuasive arguments on significant issues that arise from the content at hand. 3. The ability to write clearly, following the conventions of Standard English.
Required Texts	Not available at this time.
Other Information	Conspiracy Theories were once the sole domain of crack pots, cranks, and that weird relative you only saw when someone died. If someone claimed that they didn't think the US didn't land on the moon, "chem trails" were causing autism (or whatever), or that a secret group of individuals were in control of every world event; we'd probably nod and then fake that we had to answer our phone. Now, <i>conspiracism</i> (the belief in conspiracy theories) is mainstream. A presidential candidate openly talked about conspiracy beliefs and instead of dismissing him, he got himself elected, gave Alex Jones' infowars endorsement, and publicly communicates various theories via twitter. For some reason "Flat Earth" is now popular. Jennifer McCarthy and Robert Kennedy Jr., go on national television and talk about the dangers of vaccinations, while distinguished heart surgeon Dr. Oz sells snake oil on his own television show. Meanwhile, the very notion of a fact has come under assault and evidence that used to be compelling is dismissed in favor of ideology.

Class	PHIL 100: Introduction to Philosophy
Instructor	Heidi Savage

Learning Outcomes	<ol style="list-style-type: none"> 1. Understand and grasp the different philosophical theories. 2. Be able to trace the logical consequences of such theories. 3. Be able to construct short argumentative essays that offer a critical assessment of one of the topics of the course.
Required Texts	Bonjour and Baker, <i>Philosophical Problems</i>
Other Information	N/A

Class	PHIL 108: Critical Thinking
Instructor	Brian Barnett
Learning Outcomes	<ol style="list-style-type: none"> 1. The ability to identify and interpret the reasoning found in a variety of everyday sources. 2. The ability to critically evaluate such reasoning. 3. The ability to develop one's own arguments. 4. The ability to clearly articulate arguments and their evaluation in both speech and writing.
Required Texts	Feldman, <i>Reason & Argument</i> Various online resources
Other Information	Classes will include lecture, discussion, and group activities. Requirements include attendance, reading in preparation for class, in-class practice problems, homework sets, a handful of quizzes or exams, and one short essay.

Class	PHIL 111: Introduction to Logic
Instructor	Stacey Edgar
Learning Outcomes	<ol style="list-style-type: none"> 1. The ability to convert a problem into a setting using symbolic notation. 2. The ability to connect and find relationships among symbolic quantities. 3. The ability to construct an appropriate symbolic framework. 4. The ability to carry out algorithmic and logical procedures to resolution. 5. The ability to draw valid conclusions from numeric/symbolic evidence.
Required Texts	Edgar, Edgar, and Daly, <i>Introduction to Logic</i>
Other Information	Doing logic well requires <i>practice</i> (as do sports, music, etc.), so there are homeworks which get detailed feedback (and help from skilled TAs) as well as four exams that measure your understanding. The course establishes standards and tests for valid reasoning, requires students to engage in creative problem solving, and familiarizes them with rational foundations in a wide range of areas.

Class	PHIL 130: Ethics
Instructor	Walt Soffer
Learning Outcomes	N/A
Required Texts	Moral Philosophy: <i>A Reader</i>
Other Information	An examination of major ethical theories from ancient times to the present. Topics include: the nature of morality, the nature of morally right conduct, moral relativism vs. moral objectivism, ethics and egoism, the nature of the good, deontological ethics, utilitarian ethics, virtue ethics, the relation between morality and religion.

Class	PHIL 136: Medicine & Morality
Instructor	Amanda Roth
Learning Outcomes	<ol style="list-style-type: none"> 1. Become familiar with dominant philosophical approaches to bioethical questions, particularly the “principles of bioethics.” 2. Demonstrate understanding of concepts, terminology, and arguments relevant to the study of contemporary bioethics. 3. Enter into philosophical discussion and writing about moral issues having to do with medicine and biotechnology.
Required Texts	Lewis Vaughn, <i>Bioethics: Principles, Issues, and Cases</i> Rebecca Skloot, <i>The Immortal Life of Henrietta Lacks</i>
Other Information	Topics in this course will include paternalism, autonomy, lying to patients, the scope of medicine, informed consent, the history of bioethics, the structural inequalities of race, class, gender, sexuality, and disability within medicine and bioethics, and various applied topics of ongoing controversy (such as: the ethics of consent for tissue research, childhood genital surgeries, euthanasia and physician assisted suicide, organ transplantation ethics, the marketing of prescription drugs, and reproductive ethics).

Class	PHIL 201: Environmental Ethics
Instructor	Carlo Filice
Learning Outcomes	<ol style="list-style-type: none"> 1. Acquire a general awareness of the field of ethics. 2. Encourage the critical assessment of arguments and views regarding the moral status of the non-human world (both animal and non-animal), and corresponding policies we may/may not adopt with respect to the non-human world. 3. Improve critical and philosophical thinking skills.
Required Texts	VanDeVeer, D. and Pierce, C. (eds.), <i>The Environmental Ethics and Policy Book</i> .

	C. Quinn, <i>Ishmael!</i> Foer, Safran, <i>Eating Animals</i>
Other Information	This course will explore how ethical obligations may apply to human treatment of the environment. It will study arguments and views regarding the moral status of the non-human world (both animal and non-animal); and it will explore what policies we may/may not adopt with respect to the non-human world.

Class	PHIL 205: Ancient Philosophy
Instructor	David Levy
Learning Outcomes	<ol style="list-style-type: none"> 1. Be able to distinguish the ancient Greek philosophical tradition from other modes of inquiry in the classical world. 2. Be able to identify and analyze arguments presented in primary readings. 3. Be able to trace the historical development of epistemological, metaphysical, and ethical concepts through the various periods of ancient Greek thought. 4. Write concise essays that engage with and analyze arguments contained within the primary texts.
Required Texts	Several collections of primary readings in translation. In all likelihood, all texts will be editions published by Hackett Publishing; this press produces very high quality translations, and keeps costs very low.
Other Information	An examination of the origins of philosophy in the ancient Greek world. We will seek both to <i>understand</i> and to <i>assess</i> the ideas of figures such as Heraclitus, Parmenides, Democritus, Plato, Aristotle, and Epicurus. Course requirements will include three exams and two essays. There is some chance that a small number of brief writing assignments will also be required.

Class	PHIL 215: Eastern Philosophy
Instructor	Carlo Filice
Learning Outcomes	<ol style="list-style-type: none"> 1. To understand and to be better at critically evaluating the main outlook of each of the major Asian traditions mentioned above. Among the topics explored will be how each tradition/author conceives of life, death, reality, what really matters, ethical living, divine dimensions, the self. 2. To improve critical and philosophical thinking skills.
Required Texts	Chan, Wing-Tsit, <i>A Source Book in Chinese Philosophy</i> Radhakrishnan and Moore, <i>A Source Book in Indian Philosophy</i> Hoff, <i>The Tao of Pooh</i>

	E. Conze (tr): <i>The Legend of the Buddha Shakyamuni</i> (available only through Mycourses, "course materials") Filice, Carlo, <i>The Purpose of Life: An Eastern Philosophical Vision</i> <i>The Koran</i>
Other Information	An introduction to some of the central texts and viewpoints of eastern philosophical traditions. The views explored will be primarily Islamic, Hindu, Buddhist, Taoist, and Confucian. The approach will be primarily philosophical, not historical or sociological.

Class	PHIL 216: Reasoning & the Law
Instructor	Amanda Roth
Learning Outcomes	<ol style="list-style-type: none"> 1. Learn how to use and recognize arguments in legal writing. 2. Become familiar with some aspects of informal logic and critical reasoning. 3. Learn to read and analyze legal texts from a philosophical and argumentative point of view.
Required Texts	To be decided.
Other Information	To be decided.

Class	PHIL 218: Philosophy of Religion
Instructor	Walt Soffer
Learning Outcomes	N/A
Required Texts	<i>Philosophy of Religion: An Anthology</i>
Other Information	An examination of major issues in the philosophy of religion. Topics include: the nature of religion, the nature of philosophy of religion, the concept of God and classical theistic attributes, traditional arguments for God's existence: ontological, cosmological, teleological, the problem of evil, miracles and testimony, faith and reason, science and religion, religion and ethics.

Class	PHIL 237: Ethical Issues in Business
Instructor	Elias Savellos
Learning Outcomes	<ol style="list-style-type: none"> 1. Students will demonstrate an understanding of major types of foundational ethical theories, including, but not limited to, consequentialist and deontological theories. 2. Students will recognize that the environment of business is rife with ethical issues, both at the level of the overall economic system and within specific business areas.

	<p>3. Students will use the language of ethics when discussing business decisions.</p> <p>4. Students will consider how ethical standards are related to law, religion, and social custom.</p> <p>5. Students will develop their moral reasoning and, more generally, critical thinking skills.</p>
Required Texts	Not available at this time.
Other Information	N/A

Class	PHIL 237: Ethical Issues in Business
Instructor	David Hahn
Learning Outcomes	<p>1. Students will demonstrate an understanding of major types of foundational ethical theories, including, but not limited to, consequentialist and deontological theories.</p> <p>2. Students will recognize that the environment of business is rife with ethical issues, both at the level of the overall economic system and within specific business areas.</p> <p>3. Students will use the language of ethics when discussing business decisions.</p> <p>4. Students will consider how ethical standards are related to law, religion, and social custom.</p> <p>5. Students will develop their moral reasoning and, more generally, critical thinking skills.</p>
Required Texts	Not available at this time.
Other Information	This course will introduce students to the central role of ethics in the conduct of business organizations and the people who administer them. Students will learn to identify ethical issues in business and to analyze them from the perspective of several philosophical moral traditions. We will consider ethical issues concerning both the overall economic system and the specific business areas of management, accounting, finance, and marketing. Students will be required to perform analyses of both philosophical readings and recent case-studies from the business world.

Class	PHIL 237: Ethical Issues in Business
Instructor	Heidi Savage
Learning Outcomes	<p>1. Students will demonstrate an understanding of major types of foundational ethical theories, including, but not limited to, consequentialist and deontological theories.</p>

	<ol style="list-style-type: none"> 2. Students will recognize that the environment of business is rife with ethical issues, both at the level of the overall economic system and within specific business areas. 3. Students will use the language of ethics when discussing business decisions. 4. Students will consider how ethical standards are related to law, religion, and social custom. 5. Students will develop their moral reasoning and, more generally, critical thinking skills.
Required Texts	Not available at this time.
Other Information	N/A

Class	PHIL 317: Philosophy of Mind
Instructor	Carlo Filice
Learning Outcomes	<ol style="list-style-type: none"> 1. Students will be able to explain and interpret the ideas associated with theories in the contemporary literature in philosophy of mind. 2. Students will be able to distinguish better and worse reasoning, and recognize conceptual relationships and patterns of inference (in contemporary theories in philosophy of mind). 3. Students will be better able to engage in philosophical discussion and debate regarding the various ideas discussed throughout the course.
Required Texts	Stephen P. Stich (ed.), <i>The Blackwell Guide to Philosophy of Mind</i> Natalie Sudman, <i>Application of Impossible Things</i>
Other Information	An examination of the nature and status of phenomena lined to "mind." Topics will include the mind-body controversy, materialist explanations of the mind, personal identity, the problem of free choice, the possibility of consciousness outside the body.

Class	PHIL 355:Metaphysics
Instructor	Elias Savellos
Learning Outcomes	<ol style="list-style-type: none"> 1. Students will demonstrate advanced analytic skills in assessing arguments, problems, and positions in ontological debates. 2. Students will demonstrate advanced ability of <i>doing</i> analytic philosophy both orally and in writing. 3. Students will demonstrate clear understanding of fundamental concepts of metaphysics, like for example, <i>identity, time, causality, supervenience, mereology, and essentialism</i>, and the

	<p>broader importance of the puzzles and problems related to these concepts.</p> <ol style="list-style-type: none"> 4. Students will demonstrate knowledge of the centrality of metaphysics (either narrowly construed as “the study of being qua being” or broadly construed to include epistemology and philosophy of mind) in the pursuit of philosophical inquiry. 5. Students will demonstrate understanding of the intricate, synergistic relation between metaphysics and several other core areas of philosophy, for example, logic and philosophy of language.
Required Texts	E. J. Lowe, <i>A Survey of Metaphysics</i>
Other Information	This course is about the study of being qua being. We cannot attempt an overview of metaphysics even if the subject is narrowly conceived. Thus, we will selectively examine some central aspects of some core areas, which will include identity, necessity, essentialism, possible-world semantics, events, objects and space-time, realism, and the ontology of abstract objects. We will focus sharply on contemporary and recent developments in analytic metaphysics and the stress throughout will be analytical and critical rather than historical and descriptive.

Class	PHIL 397: Seminar – The Metaphysics and Politics of Persons
Instructor	Heidi Savage
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand and grasp the different metaphysical theories. 2. Be able to trace the logical consequences of such theories as well as apply them to political issues. 3. Be able to construct short critical analyses that reconstruct the main argument of the relevant piece. 4. Write a longer essay that develops a critical line of argument regarding one of the issues, theories or implication discussed in the course concerning persons. 5. Present articulately on a topic in a clear and engaging way that generates student participation.
Required Texts	Course will use a series of articles to address these various issues.
Other Information	This course will survey various theories of what makes a being a person, along with what makes a single being remain the same person over time. The metaphysical theories will then be assessed for their political implications for various groups including the mentally compromised, the disabled, people of color, those in poverty, victims of trauma, women, as well as LGBTQ members.