APHI 110 - Introduction to Philosophical Problems (#2205)
MWF 10:25AM-11:35AM, HU 129
Instructor: Matthew Mosdell
Survey of representative problems in some of the major areas of philosophy; topics such as free will, morality, justice and social order, knowledge and truth, God and religion, art, and beauty.

APHI 110 - Introduction to Philosophical Problems (#9055)
TuThu 10:15AM-11:35AM, HU 132
Instructor: Nathan Powers
What is a person? What is a mind? What is knowledge? Do I have certain knowledge about some things, or could all my beliefs about the world turn out to be false? Is there a god? Am I truly free, or are my actions and experiences ultimately determined by forces beyond my control? Answers to difficult and important questions like these form the core of the western philosophical tradition, now over 2,500 years old. This class explores answers that have been given to such questions by some of the best philosophers of the past and present in this tradition. Emphasis will be placed on the central role that arguments play in philosophy: a good philosopher gives reasons for his or her view that support that view in a rigorous way.

APHI 111 - The Mind and the World (#6478)
MWF 12:35PM-1:30PM, LC 5
Instructor: Ronald McClamrock
A survey and critical examination of topics in contemporary philosophy, focusing largely on the relationship between the human mind and the natural world. Topics will include skepticism about knowledge of the external world, the relationship between the mind and the brain, the possibility of the mind causing free actions, and the existence or non-existence of God. Grade will be based on a combination of in-class exams (80%) and in-class quizzes and participation (20%, using the iClicker). More information will be available on the course web page at [http://profron.net/phi111](http://profron.net/phi111).

APHI 114 - Morals and Society (#6016)
MWF 11:30AM-12:25PM, HU 123
Instructor: Jonathan Mandle
In this course, we will read (parts of) three books dealing with various moral issues, both theoretical and applied. Topics may include: relativism and universalism, toleration and diversity, hedonism and moral psychology, consequentialism and deontological ethical theories, and different theories of justice. Grades will be based on three exams - one on each book - a series of short papers, quizzes, and group-based projects.

APHI 114 - Morals and Society (#7973)
MWF 10:25AM-11:20AM, LC 6
Instructor: Kristen Hessler
Some of the most difficult and persistent questions in moral philosophy concern the relationship between the individual and society. We will begin studying these issues by exploring the famous conflict between the philosopher Socrates and the democracy of ancient Athens. The rest of the course will trace some important themes raised by this conflict throughout the subsequent development of Western moral and political philosophy, looking for insight into ethical questions that we face today, including the following: Is it ever morally permissible to cheat on college coursework? What moral obligations do you have, if any, to the poor? Under what circumstances, if any, is the killing of innocent civilians permissible in war? NOTE: This course utilizes Team-Based Learning. On the first day of the semester, you will be assigned to a team that will work together throughout the duration of the course. Individual grades will be influenced (nearly always improved!) by team performance on team-based assignments.
This course is designed to be a survey of philosophical issues related to contemporary ethical problems. As such, it will cover several topics with only superficial depth. We will dedicate the first half of the course to ethical theory, by asking what we should and should not do and for what reasons. The rest of the course will focus on specific ethical issues related to euthanasia, abortion, sexual morality, affirmative action, the death penalty, animal rights, terrorism and others. The course is likely to challenge deeply held beliefs and presuppositions but that is one important goal of doing philosophy. The objectives are to expand your understanding of various moral views, develop critical thinking and writing skills, and learn how to evaluate arguments. By learning how to evaluate philosophical arguments you will also learn how to construct and defend your own arguments—a skill that is broadly applicable outside of philosophy.

Critical examination of contemporary moral problems in the light of the most influential moral theories. The problems discussed vary with semesters, but they typically include such topics as abortion, affirmative action, animals and the environment, capital punishment, euthanasia, free speech and censorship, liberty and paternalism, sex and love, terrorism, and world hunger. Only one version of A PHI 115 may be taken for credit.

This is an introductory philosophy course focusing on our understanding of ourselves and others. We will attempt to answer questions such as “Who/what am I?” and “What, if anything, is my true nature?” Topics we will consider include: whether we are essentially minds or bodies, whether there is a fixed human nature or each person is simply the sum total of his or her actions, and whether race, gender and other un-chosen characteristics are essential to identity. The course readings will include both classical and contemporary philosophers, and we will cover problems originating in a variety of sub-disciplines within philosophy, such as metaphysics, epistemology, ethics and political theory.

Why should we have a state? How free should we be within a state? What is political and what isn't? These are some of the questions that will be considered in this course. Many of the assumptions that we all live with will be examined in this course by reading and discussing the works of such thinkers as Thomas Hobbes, John Locke, John Stuart Mill, Robert Nozick, and John Rawls.

This is an introductory philosophy course focusing on our understanding of ourselves and others. We will attempt to answer the questions “Who/what am I?” “What, if anything, is my true nature?” and “How do other people affect who I am?” by studying a series of interconnected philosophical issues. Topics we will consider include: whether we are essentially minds or bodies, whether we each have a fixed “inner” nature or are simply the sum total of our actions, and whether race, gender and other un-chosen characteristics are essential to identity. The course readings will include both classical and contemporary philosophers, and we will cover problems originating in a variety of sub-disciplines within philosophy, such as metaphysics, epistemology, ethics and political theory.
This course is an introduction to modern logic. Students will learn how to translate English language arguments into formal logical languages and then evaluate those arguments. Some topics that will be surveyed include: validity, equivalence, consistency, sentential logic, truth tables, quantified logic, formal semantics, and natural deduction. This course is an introduction to modern logic. Students will learn how to translate English language arguments into formal logical languages and then evaluate those arguments. Some topics that will be surveyed include: validity, equivalence, consistency, sentential logic, truth tables, quantified logic, formal semantics, and natural deduction.

Introduction to classical and modern logic with an emphasis on the theory and application of truth functions. Introduction to quantification; discussion of the structure and properties of formal systems of logic. Students should be prepared to do daily homework assignments. Only one version of A PHI 210 may be taken for credit.

Introduction to classical and modern logic with an emphasis on the theory and application of truth functions. Introduction to quantification; discussion of the structure and properties of formal systems of logic. Students should be prepared to do daily homework assignments. Only one version of A PHI 210 may be taken for credit.

What sorts of things have intrinsic value? What sort of person is it best to be? What do morally right actions have in common that makes them right, and what do wrong actions have in common that makes them wrong? (Is it that they are commanded by a divine being? Required by existing social rules? Are actions right or wrong because of their consequences for human happiness? Their conformity to a rule of reason?) We will examine answers to these classic philosophical questions through the works of traditional and contemporary authors.

What is the basis of our moral judgments and attitudes? What do right actions have in common that makes them right, and what do wrong actions have in common that makes them wrong? (Is it that they are commanded by a divine being? Required by existing social rules? Are actions right or wrong because of their consequences for human happiness? Their conformity to a rule of reason?) What sort of person is it best to be? What is valuable in life? We will examine answers to these classic philosophical questions about ethics in the works of historical and contemporary philosophers. These answers take the form of ethical theories. We will study a selection drawn from these theories: the divine command theory, cultural ethical relativism, the moral sentiment theory, utilitarianism, Kantian ethics, virtue ethics, and the immoralism of Nietzsche. We will look closely at the justifications offered for these theories, and subject the theories to critical analysis. In order to think and write clearly and reason well about these issues, we will begin with an introduction to logical arguments and we will work on the special skills required for writing philosophy.

Introduction to problems of scientific reasoning such as: the nature of scientific method, hypothetical-deductive testing of hypotheses, fallacies of testing, and the relevance of science to society and religion. Examples drawn from the physical and social sciences. A PHI 112 or 210 recommended.
**TPHI 219 - Scientific Revolution (#9919)**
**TuThu 2:45PM-4:05PM, BA 211**
**Instructor: Marcus Adams**
This course focuses on the so-called “Scientific Revolution” with special attention to the ways in which the philosophy of the 17th and 18th centuries was integrally related to what today we call “science.” We will ask whether there was any such thing as the Scientific Revolution by examining this interaction between philosophy and science. We will discuss the key works of figures such as Galileo, Descartes, Hobbes, Boyle, and Leibniz. We will also discuss recent views on what a scientific revolution is by reading Thomas Kuhn’s *The Structure of Scientific Revolutions* (A book that made Mark Zuckerberg’s “A Year in Books” list for 2015) and Steven Shapin’s *The Scientific Revolution*.

**APHI 312 – 17C+18C Philosophy (#2221)**
**TuThu 10:15AM-11:45AM, BA 225**
**Instructor: Marcus Adams**
This course surveys one of the most fertile philosophical periods in Western history — the seventeenth and eighteenth centuries. During this period, philosophers provided an incredible range of novel answers to philosophical questions in light of recent scientific advances and religious controversies. We will examine texts written by philosophical figures in this period, such as René Descartes, Princess Elisabeth of Bohemia, Thomas Hobbes, Margaret Cavendish, Damaris Cudworth, John Locke, Mary Shepherd, George Berkeley, Gottfried Wilhelm Leibniz, David Hume, and Immanuel Kant, by focusing on some of the topics that occupied their work. These topics include the nature and existence of God, the possibility and character of knowledge, the nature of the mind and matter, and how to live the good life.

**APHI 325 – Philosophy of Law (#10153)**
**MWF 1:40PM-2:45PM, BA 225**
**Instructor: Jonathan Mandle**
This class will consider topics such as: the nature of law; the relationship between law and morality; what (if anything) justifies law; what (if anything) justifies punishment for violation of the law; how judges should decide hard cases; the nature of tort law, especially negligence torts; the nature and justification of international law and its relation to human rights. We will have one main book and supplement it with additional readings.

**APHI 326 – Moral Philosophy (#10155)**
**TuThu 1:15PM-2:35PM, BA 225**
**Instructor: Jason D' Cruz**
Critical examination of the nature, justification, and different approaches to moral evaluation. The topics to be covered may include right actions, good lives, responsibility, moral obligation, virtues, happiness, and justice. Prerequisite(s): a 100 or 200 level course in philosophy.

**APHI 350 - Philosophy and Feminism (#10156)**
**MW 2:45PM-4:05PM, BA 225**
**Instructor: Kristen Hessler**
This course will focus both on the philosophical literatures that are relevant to fundamental issues in feminist theory (such as how to understand sex, gender, and oppression), as well as developments in feminist theory that have led to important methodological challenges to various fields in philosophy (including epistemology, philosophy of science, ethics, and political philosophy).
Perspectives on Reasoning introduces students to the philosophy of logic, which aims to answer questions about certain aspects, or features, of logic, and to philosophical logic, which employs a logic as a means for resolving certain puzzles or problems. As a course in the philosophy of logic and philosophical logic, we will attempt to answer questions like the following:

- Is there a relationship between logic and psychological reasoning? Is logic normative for psychological reasoning? Is psychological reasoning normative for logic? Or is there no obvious relationship between the two?
- What is the “problem of vagueness” and how can this problem be solved?
- What is the relationship between a logical language and a natural language, i.e., between logical and grammatical form?
- What is a paradox, what are some examples of paradoxes, and how might these paradoxes be resolved?
- What is “deviant” or “non-classical” logic and why would one want to endorse or employ such a thing?

There are no prerequisites for this course.