PHIL 1000 - LOGIC
(PREREQUISITE(S): Freshman standing recommended.)

Section 101 - MWF 8:00-8:50, MR. ALEXANDER BOZZO

The focus of this course is correct reasoning. In particular, our emphasis in this course will be on the role of arguments in ordinary discourse. As such, among the topics that we will cover are: the nature and structure of arguments, deuctive and inductive inferences, meaning and definition, and informal fallacies. Moreover, students will be introduced to formal logic by way of syllogistic and propositional logic.

Midterm = 25%
Final = 25%
Quizes = 40%
Class participation = 10%

Section 102 - MWF 9:00-9:50, MR. ALEXANDER BOZZO

See section 101

Section 103 - MWF 11:00-11:50, STAFF

Section 104 - MWF 1:00-1:50, STAFF

PHIL 1001 - PHILOSOPHY OF HUMAN NATURE
(PREREQUISITE(S): May not be taken by first semester Freshman)

Section 101 - MWF 8:00-8:50, MS. JENNIFER MARRA

Section 102 - MWF 8:00-8:50, MR. J. JERED JANES

Section 103 - MWF 9:00-9:50, DR. OWEN GOLDIN

This class is an introduction to the central issues involved in an philosophical analysis of human life. What is it to know? How can we make sense of the religious and social dimensions of human life? Is there free will? Is it meaningful to talk of a soul? We will approach these questions through studying both class and contemporary texts.

Required Texts: Plato, Five Dialogues; Augustine, On Free Choice of the Will; Descartes, Meditations; Montero, On the Philosophy of Mind; texts from Aristotle, the Upanishads, and Sankara will be available online.

Grading will be on the basis of five short papers, a final exam, and class participation.

Section 104 - MWF 9:00-9:50, MS. JENNIFER MARRA

Section 105 - MWF 10:00-10:50, DR. OWEN GOLDIN

See section 103 above.

Section 106 - MWF 10:00-10:50, MR. J. JERED JANES

Section 107 - MWF 11:00-11:50, MS. TRACI PHILLIPSON
The course begins with the question of contemporary existentialism: is there any meaning in human life? Subsequently we shall take up the principal problems of the philosophical science of human nature. Must a human being be any more than a mere physical entity, and if so, how can it be? What is the soul, and how is it related to the body? What is truth, and how is it known? Are human beings free or determined in the choices they make? What importance does society have in human existence? We shall examine the various answers to these questions provided in the history of philosophy from Plato to Sartre. By the end of the course, then, the student will have made acquaintance with the great philosophers on the great question, what does it mean to be human?

TEXTS: Plato. FIVE DIALOGUES; Frankl, MAN'S SEARCH FOR MEANING; Packet

REQUIREMENTS: Unannounced quizzes over the reading material; mid-semester and cumulative final exam; 1-2 essays; class participation.

Philosophy of Human Nature develops critical thinking and problem solving skills by examining issues such as freedom, knowledge, truth, the self, reality, and human relationships. The point of philosophy is to put your perspective in your own words, seeing how arguments stand, and finding examples and counterexamples to every position. Philosophy is an enjoyable experience as well as a great exercise for critical thinking. Indeed, you have most likely thought or discussed these issues in your lifetime. We will examine what certain thinkers have said about various themes within human nature and you will critically assess these arguments.

The class will consist of three exams, six short papers, three long assignments, pop quizzes, and participation points. There are no textbooks for this class; we will have everything on d2l or ares. Yet, it is expected of you to print off the materials for the class.

In this course we will investigate the place of human beings in the world. We will take up topics of traditional concern: the possibility and nature of a relationship with God, the immortality of the soul, the relationship between mind and body, the nature and scope of knowledge, the possibility of free will, and the problem of evil. We will strive to develop an understanding of how different philosophers approach these issues.

Required Texts:

Requirements: 2 papers, 2 tests, short assignments, attendance/participation

In this course we will investigate the place of human beings in the world. We will take up topics of traditional concern: the possibility and nature of a relationship with God, the immortality of the soul, the relationship between mind and body, the nature and scope of knowledge, the possibility of free will, and the problem of evil. We will strive to develop an understanding of how different philosophers approach these issues.

Required Texts:

Requirements: 2 papers, 2 tests, short assignments, attendance/participation
Section 119 - TTH 8:00-9:15, MS. ADRIANA KOWAL

Course Outline
This course will explore the meaning of rational life. We will deal with the following four problem areas: human choice, human cognition, the affective, social and spiritual dimensions of the human person, and the unity of the human being. We will not only be reading historical philosophical texts, but we will actively participate the art of contemplation. To this end, I ask students to participate in a meditation during class. After discussion and critical analysis of difficult issues, we will turn inward in hopes of cultivating deepened awareness, concentration, and insight. This gives us a chance to take a moment, reboot, and come back refreshed. The material often shows itself anew when we allow ourselves to sit with it, without judgment.

Required Texts

Section 120 - TTH 8:00-9:15, MR. DAVID GORDON

Section 121 - TTH 9:30-10:45, DR. ANTHONY PERESSINI

In this course we will investigate the nature human beings and their place in the world. We will take up topics of traditional concern: the possibility and nature of a relationship with God, the immortality of the soul, the relationship between mind and body, the nature of knowledge and science, the possibility of free will, and personal identity. We will strive to develop a feel for how PHILOSOPHERS address these issues. Readings will be drawn from classical and contemporary sources, including Plato, Aristotle, Aquinas, Descartes, Hume, Kierkegaard, and Perry.

TEXTS: Readings provided on D2L

REQUIREMENTS: 3 exams

Section 122 - TTH 9:30-10:45, DR. CORINNE BLOCH-MULLINS

What is a human being? What is his or her place in the world? In this course, we will explore the idea of a human being as essentially a rational animal, and the meaning of a rational life. We will examine the ways in which various thinkers debated whether a human being can follow reason, and the degree to which human rationality is conditioned or distorted by weakness of the will, our passions and appetites, the social and material environment, and education. Is reason the master of our passions, or the slave of the passions? This theme and its implications will run through the course, and the four problem areas – human choice, human cognition, the affective, social, and spiritual dimensions of the human person, and the unity of the human being – will be discussed throughout as we analyze the various answers of great thinkers to the question of the place of rationality in our lives. In discussing this central theme, students will also become familiar with the basic methods of philosophy. Furthermore, because – as this course will demonstrate – one’s view of human nature shapes one’s view on all aspects of the place of the individual in a society (e.g., what is moral? What is the proper political system? How can we know it?), the topics discussed in this course will provide students with the background for further philosophical studies.

REQUIRED TEXT: Reason and Responsibility: Readings in Some Basic Problems of Philosophy, edited by Joel Feinberg and Russ Shafer-Landau (either 14th or 15th edition). Additional readings will be uploaded to D2L.

REQUIREMENTS: Grades will be based on two exams, active participation (this includes class discussion, weekly reading responses posted on D2L, and occasionally an in-class written work), and two short papers.

Section 123 - TTH 11:00-12:15, DR. ANTHONY PERESSINI

SEE SECTION 121 ABOVE.

Section 124 - TTH 11:00-12:15, DR. CORINNE BLOCH-MULLINS

SEE SECTION 122 ABOVE.
An inquiry into questions central to a theory of human nature. Issues include: whether there are good reasons for speaking of an immaterial soul and, if so, what difference this makes; the importance of language and the uniqueness of human knowledge; the "self" and the interpersonal world; human freedom and the nature of human action; why feelings and emotions are central to being rational; the meaning of friendship and community.

TEXTS: FIVE DIALOGUES (Plato) (Hackett, edition); John Macmurray's, REASON AND EMOTION; ULTIMATE QUESTIONS (3rd edition), Nils Rauhut; De Anima by Aristotle (Penguin edition).

EXISTENTIALISM IS A HUMANISM by Jean Paul Sartre.

REQUIREMENTS: Some in-class exams/quizzes, short essays and a final exam.

Course Description
In this course we will investigate a variety of philosophical questions all pertaining to human nature. Topics to be covered include: the possibility and nature of the human relation to the divine, human freedom, human cognition, personal identity, and love. While directly dealing with these topics, we will indirectly develop a sense of what it means to approach such topics philosophically as opposed to other possible approaches. Throughout the course we will ground our investigations through reference to some of the classical philosophical texts relating to our topics.

Required Texts
All other readings will be made available through D2L.

Course Requirements
1. Attendance/Participation - 10% of final grade
2. Two Papers - 40% of final grade
3. Two Exams - 50% of final grade
Section 102 - MWF 8:00-8:50, MR. STEPHEN PLECNIK

COURSE DESCRIPTION
This course will serve two major and interrelated purposes. First, it will introduce students to some of the most commonly expounded moral theories: simple (ethical) subjectivism, emotivism, divine command theory, natural law theory, ethical egoism, social contract theory, utilitarianism, deontology, care ethics, and virtue ethics. Special emphasis will be placed on virtue ethics and the intellectual tradition that focuses on the contemplation of the Good. Second, it will examine the nature of human happiness within the context of the above mentioned moral theories, but especially within utilitarianism, deontology, and virtue ethics. Other topics to be covered will include the following: the very important distinction between cognitivist and non-cognitivist theories, cultural relativism, the relationship between morality and religion, the prisoner's dilemma, and the adequacy of general ethical theories.

REQUIRED TEXTS
Rachels, Stuart, The Elements of Moral Philosophy (7th ed.)
Pieper, Josef, Happiness and Contemplation

REQUIREMENTS
Three exams, one 5-6 page paper, and daily readings.

Section 103 - MWF 9:00-9:50, FR.. HARRY GENSLER

This course is about the foundations of ethics. We'll focus on the nature of morality and how to reason and argue about ethical issues. Philosophers differ greatly on these topics; some take ethics to be about social conventions or feelings, while others base it on religion or reason. In this course, we'll wrestle with some of the deepest questions of life, learn to think better about morality, and sharpen our general thinking skills. Our text is Ethics: A Contemporary Introduction, second edition, by Harry J. Gensler (Routledge 2011). Our course has four parts: (1) Three classic views of morality: cultural relativism, subjectivism, supernaturalism. (2) Three contemporary views of morality: intuitionism, emotivism, prescriptivism. (3) An approach to moral rationality based largely on moral consistency and the golden rule. (4) Consequentialist and nonconsequentialist views of duty; and a synthesis chapter applying all the views to abortion. We'll apply the various views to issues like racism and moral education. For further information, see http://www.harryhiker.com/courses on the Web.

Section 104 - MWF 9:00-9:50, MR. STEPHEN PLECNIK

SEE SECTION 101

Section 105 - MWF 10:00-10:50, DR. RYAN MOTT

Section 106 - MWF 10:00-10:50, MR. J TYLER FRIEDMAN

Section 107 - MWF 11:00-11:50, MR. J TYLER FRIEDMAN

Section 108 - MWF 11:00-11:50, DR. RYAN MOTT

Section 109 - MWF 12:00-12:50, MR. EDWARD GOMEAU

Section 110 - MWF 12:00-12:50, CANCELED

Section 111 - MWF 12:00-12:50, DR. WALTER ISAAC

Section 112 - MWF 1:00-1:50, DR. RYAN MOTT

Section 113 - MWF 1:00-1:50, DR. WALTER ISAAC

Section 114 - MW 2:00-3:15, DR. INGVILD TORSEN

Section 115 - MW 2:00-3:15, STAFF

Section 116 - MW 3:30-4:45, MS. CHERYL ABBATE
PHIL 2310: Theory of Ethics  
Sections 119 and 902 – Spring 2014  
Instructor:  
Matthew T. Nowachek  

Course Description:  
What is the good life? How ought we to live? What constitutes good ethical theory and how should we put such theory into practice? These are only a few of the fundamental questions that we will address during our time together. Toward this end we will work through major ethical theories in Western philosophy, including ethical relativism, utilitarianism (J. S. Mill), deontology (Immanuel Kant), natural law theory (Aquinas), virtue ethics (Aristotle), and feminist ethics of care. In addition, we will also consider some alternative and critical voices including Friedrich Nietzsche and Søren Kierkegaard. The course has two central aims: 1) to interact critically with major views and thinkers within the discipline of ethics, and 2) to work towards formulating our own coherent views of ethics and applying these views in practical engagement with contemporary ethical issues. As part of the course requirements, all students have the opportunity to participate in discussion, read and analyze texts, as well as engage with the course material through various writing assignments.

Course Requirements  
Four Mini-Papers (20% of total grade)  
Paper 1 (25% of total grade)  
Paper 2 (25% of total grade)  
Final Exam (25% of total grade)  
In-Class Exercises and Participation (5% of the total grade)

Assigned Required Texts  

Section 120 - TTH 11:00-12:15, DR. WILLIAM STARR  
This course will study the four classical theories of moral philosophy, the virtues, deontology, utilitarianism, natural law. We will do this through texts in moral theory. The goal of this course is twofold. First, it is expected that you will gain knowledge of the four theories of ethics and their main theses. Second, it is hoped that you will be a more thoughtful, reflective, morally sensitive person after exposure to moral philosophy.

TEXTS: Aristotle, NICOMACHEAN ETHICS; Kant, GROUNDING OF THE METAPHYSICS OF MORALS; Mill, UTILITARIANISM; Aquinas, TREATISE ON LAW.

REQUIREMENTS: 2 midterms and a final.

Section 121 - TTH 11:00-12:15, MR. VELIMIR STOJKOVSKI  
Course Description:  
The purpose of this course is to examine the ethical theories that have made the most lasting impact on how we understand questions concerning what it means to do a good action and what the good life consists in. In order to accomplish these ends, we will be looking at several different theoretical approaches. These include Kantian deontology, Mill's utilitarianism, Schopenhauer's ethics of empathy, and virtue ethics coming from Aristotle, Aquinas and the Confucian tradition.
Section 122 - TTH 12:30-1:45, MR. VELIMIR STOJKOVSKI

SEE SECTION 121

Section 123 - TTH 12:30-1:45, DR. MICHAEL WREEN

A systematic study of a number of major ethical theories. The main emphasis will be on normative ethics. Utilitarianism, traditional natural law, Kantian rigorism, Rossian ethics, and rights-based theories will be covered, and the relation between these theories and other philosophical questions, e.g., are values objective?, will be considered. Many quizzes, one paper, and a final exam.

Section 124 - TTH 2:00-3:15, DR. MICHAEL WREEN

SEE SECTION 123 ABOVE.

Section 125 - TTH 2:00-3:15, DR. BRONWYN FINNIGAN

Description:
The philosophical study of ethics provides theoretical frameworks for thinking about questions such as "What makes an action right or wrong?" and "What kind of person should I try to be?" In this course you will be introduced to three influential normative ethical theories (Consequentialism, Deontology and Virtue Ethics), with a particular focus on their traditional formulations in the words of J.S. Mill (Utilitarianism) Immanuel Kant (Groundwork of a Metaphysics of Morals) and Aristotle (Nicomachean Ethics). We will explore and evaluate how these theories may help resolve particular moral controversies in Practical/Applied Ethics: such as our treatment of animals. We will evaluate the plausibility of these theories in light of one of the most difficult metaethical questions: i.e. whether moral values are objective, subjective or culturally relative. And we will consider how these theories might intersect with non-traditional approaches to ethics: such as Buddhist ethics and Aquinas’ Christian engagement with Aristotle.

Required Texts:
(3) Aristotle, Nicomachean Ethics, Hackett (1999)

Recommended Texts:
(4) Piers Benn, Ethics, Routledge (1998)

Section 126 - TTH 3:30-4:45, DR. RICHARD TAYLOR

In this course we will consider the philosophical views of the following:
(1) Aristotle in his NICOMACHEAN ETHICS; (2) the Feminist critique of Aristotle and the methodology employed by Feminist thought; (3) Immanuel Kant in his GROUNDING FOR THE METAPHYSICS OF MORALS; (4) John Stuart Mill in his UTILITARIANISM; (5) Moral Relativism; (6) Ethical Egoism. We will then turn our attention to (7) Alan Donagan who presents a contemporary systematic approach to the theory of morality locating foundations for a philosophical system of morality in the Hebrew-Christian tradition of philosophical and religious thought. Aristotle, Kant, Mill and Donagan present philosophical approaches to the theory of morality which contain four dominant classical traditions in ethical thought: virtue ethics, deontological ethics, utilitarian ethics, and natural law ethics. Critique from the perspective of contemporary feminist thought presents a challenge to the Aristotelian Virtue Ethics tradition.


Detailed syllabus and other materials available at the course website: http://academic.mu.edu/taylorr/Theory_of_Ethics/Welcome.html.
**Section 127** - TTH 3:30-4:45, MS. JENNIFER SOERENSEN

Course Description:
What does it mean to live an ethical life? What constitutes a good action? What does it mean to have an excellent character? What does moral reflection have to do with moral action? Why be ethical in the first place? It is the aim of this course to reflect deeply on these big questions, alongside studying the influential voices of Western philosophy. Through close readings, writing exercises, and lively conversation, students will consider, assess, and critique ethical relativism, Mill’s utilitarianism, Kant’s deontology, Aristotle’s virtue ethics, feminist ethics, and existentialist ethics. Students will acquire the necessary categories and criticism strategies to begin to formulate their own ethical views, engage in thoughtful and charitable ethical discourse with others, and practically apply these views to the ethical issues they face in their private lives, as well as to the contemporary issues they witness in the global community.

Primary Readings:
Rachels, Stuart, The Elements of Moral Philosophy (7th ed.)
Aristotle’s Nicomachean Ethics
John Stuart Mill’s Utilitarianism
Immanuel Kant’s Grounding for the Metaphysics of Morals
Selected readings from Plato (D2L)
Selected feminist readings (D2L)
Selected existentialist readings (D2L)

Course Requirements:
Class participation, one shorter paper, one longer paper, a midterm exam, and a final exam

**Section 128** - TTH 8:00-9:15, FR. JAMES FLAHERTY, S.J.

*[Section Title: Dorothy Day Program]*

What does it mean to live the good life? Is morality intimately tied to such a life? Is there any advantage to living the moral life? The purpose of this course is to address these and other similar questions by introducing the student to several traditional theories of ethics, both classical and contemporary. These traditions include virtue ethics, as well as natural law, deontological, and utilitarian ethical theories. And since this course is part of the Dorothy Day Living and Learning Community curriculum, we will pay special to the question of our responsibility to social justice.


**Section 129** - TTH 9:30-10:45, FR. JAMES FLAHERTY, S.J.

*[Section Title: Dorothy Day Program]*

SEE SECTION 128 ABOVE.

**Section 130**  #Type!

**Section 131**  #Type!
Course Outline
In this course we will critically examine a selection of classic texts in the history of moral philosophy which have been foundational in defining some prominent ethical positions in contemporary philosophical discussion (virtue ethics, utilitarianism, consequentialism, moral relativism, egoism, and expressivism).

We will trace the development of moral theory from classical times (Aristotle, Epictetus), medieval theological works (Aquinas), through the Enlightenment (Kant, Hume) and 19th Century (Mill, Nietzsche), to contemporary feminist and non-Western approaches to morality. Questions about the nature and origins of morality, its role in human flourishing, in guiding and constraining thought and action, and its social significance will be addressed. Theoretical considerations will ground our approach, but the application of the study of ethics to practical moral problems and to contemporary life will figure prominently.

Course Objectives
This is an introductory survey course with several distinct objectives:
To aid students in the development of their skills in reading, writing, debating, and critically evaluating arguments.
To present an introduction to and an appreciation of the philosophical ethics and the contemporary relevance of classic texts.
To provide students with a scholarly opportunity to reflect upon, challenge, and develop their own ethical views, and to enhance their critical insight into moral concerns.

Readings & Assignments
Electronic copies of all readings will be provided at the beginning of the semester. No textbook purchase required.

Assessment will involve an in-class midterm written examination, one final critical essay, and a participation grade based on attendance, class discussion, and quiz answers.

Section 702 - TTH 5:30-6:45, MS. JENNIFER SOERENSEN
Section 901 - MW 3:30-4:45, DR. INGVILD TORSEN
Section 902 - TTH 12:30-1:45, MR. MATTHEW NOWACHEK
PHIL 3450 - EPISTEMOLOGY
(PREREQUISITE(S): Phil 1001; Sophomore Standing)
Section 101 - TTH 9:30-10:45, DR. BRONWYN FINNIGAN

Description:
Epistemology is the study of the nature and grounds of knowledge and its extent. What is knowledge? How are knowledge claims justified? What can be known and how can it be known? Empiricism is the view that sensory experience is the source of human ideas (or concepts) as well as the basis for justifying knowledge claims. Everything we know comes to us through our senses and requires sensory evidence to be justified as knowledge. In short: all knowledge is empirical knowledge. This epistemological view was at the heart of analytic philosophy as it emerged in the early to mid 20th Century.

In this course we follow the historical development of empiricism: from the British Empiricism of Locke, Berkeley and Hume to the 20th century views of Bertrand Russell and the logical empiricism (positivism) of Ayer, Schlick and Carnap. We will distinguish various forms of empiricism and critically examine their arguments. We will also consider some of the major challenges that have been posed to this theory, with a particular focus on those of Quine and Sellars.

Specific Course Objectives:
The course aims to develop the following discipline-based skills:

(1) General knowledge of major schools, figures, distinctions and issues in the empirical tradition of epistemology
(2) An ability to understand and critically evaluate theories, arguments and presuppositions of empiricist philosophers
(3) An ability to express and expound views and presuppositions clearly and lucidly
(4) An ability to analyze and critically evaluate arguments.

Generic Course Outcomes:
University study aims to provide you not only with knowledge and skills in a particular academic discipline, but also with research and expressions skills that will help you in later employment. These are known as generic skills. The generic skills this course seeks to develop are:

(1) Comprehension skills: In doing the reading for lectures and essays you will learn to understand the ideas and arguments presented in texts and discussions and the presuppositions that underlie those ideas and arguments.
(2) Critical thinking skills: You will learn to analyze and evaluate arguments.
(3) Problem-solving skills: You will learn how to apply theories and knowledge to everyday situations, where applicable.
(4) Communication skills: You will learn how to express and present your ideas logically and clearly, both orally (in class discussions and presentations) and in writing (in your essays).
(5) Creative thinking skills: You will learn how to develop new ideas and perspective, and how to construct arguments for yourself.

Required Texts:

(1) Meyers, R., Understanding Empiricism, (Acumen)

Additional materials will be made available through ARES
PHIL 3610 - ANCIENT PHILOSOPHY  
(PREREQUISITE(S): Phil 1001; Sophomore Standing)  
Section 101 - TTH 11:00-12:15, DR. RICHARD TAYLOR

Phil 3610 Section 101 Spring 2014:
This course in Ancient Philosophy will be devoted to the exploration and analysis of what surely constitutes the most influential philosophical literature in the history of human thought. After a survey of some of the insights offered by the Pre-Socratic thinkers, we will proceed to give close critical study to selected dialogues of Plato and later to selections from the major surviving works of Plato’s best student, Aristotle. The course will be brought to a close with classes on some of the major doctrines of the Stoics, Epicureans and Skeptics and the Neoplatonist Plotinus and a final class on the influence of Ancient philosophy on Medieval philosophy in Arabic and Latin. Classroom discussions will be enriched by frequent reference to the influence of Ancient Philosophy on later Greek, Medieval Latin and Arabic philosophy. One of my chief goals in this course is to enable students to read Ancient philosophy thoughtfully and carefully so that they may proceed to read for themselves beyond the temporal limits of the course and continue to discover the the perennial of the insights of this foundational period of Western philosophy. Grading: Exam #1: Presocratics (10%); Exam #2 (midterm): Plato (20%); Exam #3 (final): Aristotle and Post Aristotelians (30%); Participation (D2L and classroom discussion): 20%; Course paper (10-12 pp.): 20%.

Primary Sources: Readings in Ancient Greek Philosophy (3rd or 4th ed.), edited by Cohen, Curd & Reeves. Hackett Publishing; materials on ARES Reserves at Raynor Memorial Library.
Secondary Sources: The Stanford Encyclopedia of Philosophy (free on-line resource) and Peter Adamson podcasts "History of Philosophy without any gaps" at http://www.historyofphilosophy.net/classical (free on-line resource).

Course website: http://academic.mu.edu/taylorr/Ancient_Philosophy_2014/Syllabus_part_1_of_2.html

PHIL 3750 - PHILOSOPHY OF LAW  
(PREREQUISITE(S): Phil 1001; Sophomore Standing)  
Section 101 - MW 2:00-3:15, DR. GRANT SILVA

NO COURSE DESCRIPTION AVAILABLE ON DATABASE.

Section 102 - MW 3:30-4:45, DR. GRANT SILVA

SEE SECTION 101 ABOVE.

PHIL 3751 - PHILOSOPHY AND HISTORY OF CRIME AND PUNISHMENT  
(PREREQUISITE(S): Phil 1001; Sophomore Standing. Same as HIST 3751 and CRLS 3751. May be counted toward the core curriculum requirement in either Philosophy or Social-behavioral Science.)  
Section 101 - MW 2:00-3:15, DR. JAVIER IBÁÑEZ-NOÉ

A philosophical study of crime and punishment with a historical focus on the American experience. Texts: Lawrence Friedman, Crime and Punishment in American History; students will also be required to buy electronic copies of chapters 4, 5, 6, and 12 of Jocelyn Pollock, Ethical Dilemmas and Decisions in Criminal Justice, 6th Ed. Various readings and other material will be placed on D2L.
Requirements: Three exams.

Section 102 - MW 3:30-4:45, DR. JAVIER IBÁÑEZ-NOÉ

SEE SECTION 101 ABOVE.
PHIL 3770 - FEMINIST PHILOSOPHY  
(PREREQUISITE(S): Phil 1001; Sophomore Standing)  
Section 101 - TTH 12:30-1:45, DR. THERESA TOBIN  

This course considers questions central to feminist theory and politics such as: What is feminism? What is gender and what is its relationship to sex? What is sexual identity and what is its relationship to gender? What is gender-based oppression? How is gender related to other social identities, such as race, class, global location, and religion? In what ways is violence gendered and how ought we respond to gender-based violence? The first three quarters of the course undertakes philosophical analyses of central concepts in feminism such as ‘feminism,’ ‘sexism,’ ‘heterosexism,’ ‘oppression,’ ‘gender’ and ‘sexual identity.’ The final section of the course will explore sexualized and gender-based violence. While the historical development of feminist thought will be a component of the course, special emphasis will be placed on more recent literature and developments.

Section 102 - TTH 2:00-3:15, DR. THERESA TOBIN  
SEE SECTION 101 ABOVE.

PHIL 3780 - AFRICANA PHILOSOPHY  
(PREREQUISITE(S): Phil 1001; Sophomore Standing)  
Section 101 - TTH 11:00-12:15, CANCELED

PHIL 4320 - CONTEMPORARY ETHICAL PROBLEMS  
(PREREQUISITE(S): Phil 2310, Junior Standing)  
Section 101 - MWF 9:00-9:50, FR. T MICHAEL MCNULTY, SJ  
Section 102 - TTH 11:00-12:15, DR. NANCY SNOW  

Numerous forces shape our lives. Sometimes we remain unaware of these forces, despite the fact that they profoundly affect us. In this course we will study three of these influences: (1) technologies of connectivity, such as the internet, cell phones, texting, and instant messaging; (2) big data, that is, the massive amounts of data, predictions, and so on, that are now made possible by digital communications; and (3) climate change, that is, the impacts on climate that have been and are being wrought by human activities. Each of these recent developments presents new challenges to how we answer an age-old philosophical question: How ought we to live? Our discussion of the implications of these forces will be wide-ranging. We will consider, for example, how social technologies influence our self-conceptions and identities, our friendships, and how we relate to the social world. We will ponder the social responsibilities generated by our access to information and our knowledge of the effects of industry and lifestyle on the climate. We will also consider what virtues we should cultivate and what vices we must avoid in order to be ethical people in light of the influence these factors have on our world and our lives. We will study technologies of connectivity and big data in the first half of the semester and climate change in the second.

Students will be required to attend class and participate in high-quality ways that show they are familiar with assigned readings. They will be required to take mid-term and final exams, as well as a series of quizzes on assigned readings, lecture material, and class discussions. Three books are required: Sherry Turkle, Alone Together: Why We Expect More from Technology and Less from Each Other; Viktor Mayer-Schönberger and Kenneth Cukier, Big Data: A Revolution that will Transform How We Live, Work, and Think; and Stephen M. Gardiner, A Perfect Moral Storm: The Ethical Tragedy of Climate Change.

Section 103 - TTH 12:30-1:45, DR. NANCY SNOW  
See section 102 above
PHIL 4330 - BUSINESS ETHICS  
(PREREQUISITE(S): Phil 2310; Junior Standing)

Section 101 - MWF 8:00-8:50, DR. RYAN MOTT

Section 102 - TTH 2:00-3:15, DR. WILLIAM STARR

This is a course in business ethics. It is a course for both business students and non-business students. The corporate world plays a very important part of our life. What I wish to do is to emphasize that in that world, ethics should prevail.

Let's take an example, the owner of McDonald's says that if he burned down the Wendy's across the street, his business would double. Obviously, that is immoral. There are many many ethical problems in business ethics. We will explore some of these in this course. For example, the role of capitalism, issues of environmentalism, feminism, different philosophies of business ethics in different countries. Also, the role of the Foreign Corrupt Practices Act, the role of corporate ethical leadership, the issue of sexual harassment in the workplace, the notion of whistle blowing, what is the relationship between the firm and its employees. Are only the stockholders who the Executive's are concerned with, or should the list be expanded, e.g. the community? This is a course in practical philosophy, this is not a course in metaphysical la la land. For those willing to join in, this will be a most exciting course.

REQUIREMENTS: There will be 3 or 4 exams, both objective and essay.

Section 103 - TTH 3:30-4:45, DR. WILLIAM STARR

SEE SECTION 102 ABOVE.
PHIL 4335 - BIOMEDICAL ETHICS  
(Prerequisite(s): Phil 2310; Sophomore Standing)  
Section 101 - MW 2:00-3:15, DR. KATHERINE RICKUS  
(The course instructor is both a medical doctor in psychiatry, and a philosophy faculty member in Marquette's Philosophy Department)  

Course outline  
In this course we will be considering various philosophical and practical difficulties and dilemmas faced in the provision of health care. We will discuss the relevant background required from general philosophical theories in ethics, medical ethics, and ethics for health professionals. Specific topics include: clinical research priorities; animal and human research; the rationing and management of health care resources and technology; human reproduction; abortion; genetic screening; future and unborn persons; end-of-life concerns, including euthanasia and death; the provision of medical aid to developing countries; financial and personal conflicts of interest in health care; the private and public provision of medical services; race, feminism and medicine; patient rights including privacy, confidentiality and consent; treatment refusal and withholding; autonomy and mental illness; medical paternalism; and the health professional-patient relationship.  

The course will meet twice a week, with one session being devoted to a lecture on the readings, and the second session being purely discussion-based, involving a student group presentation and a discussion of case studies and issues relevant to the lecture topic for that week.  

Course objectives  
This is an undergraduate elective course with several distinct objectives:  
To aid students in the development of their skills in reading, writing, debating, and critically evaluating arguments  
To present an introduction to and an appreciation of the philosophical dimensions of a wide range of moral issues and applied ethics problems related to the provision of medical care  
To apply knowledge of medical ethics to the discussion and presentation of medical case studies  
To provide students with a scholarly opportunity to reflect upon, challenge, and develop their own ethical views, and to enhance their critical insight into moral concerns in medicine  
To highlight the importance of medical ethics for future health professionals and/or health service users  

Articles will be posted on D2L for each week's topic as required.  

Assessment will involve a participation grade, which includes attendance, class participation and a group presentation grade. In addition to the group presentation, students will have an in-class midterm examination, and will submit a final essay.  

Section 102 - MW 3:30-4:45, DR. KATHERINE RICKUS  
SEE SECTION 101 ABOVE.  

PHIL 4336 - APPLIED ETHICS THE HEALTH SCIENCES  
(Prerequisite(s): Enrolled in Health Sciences, Junior Standing, and Phil 2310.)  
Section 101 - F 9:00-10:40, MS. JENNIFER FENTON  
Section 103 - F 11:00-12:40, MS. JENNIFER FENTON  
Section 105 - F 1:00-2:40, MS. JENNIFER FENTON  
Section 106 - T 2:00-3:40, MS. JENNIFER FENTON  
Section 107 - T 2:00-3:40, MR. EDWARD GOMEAU  
Section 108 - TH 2:00-3:40, CANCLED
PHIL 4510 - PHILOSOPHY OF RELIGION
(PREREQUISITE(S): Phil 1001; Sophomore Standing)
Section 101 - MWF 12:00-12:50, MR. AGUST MAGNUSSON

How has God been conceived of in the monotheistic traditions? What does it mean to say that God is omniscient, omnipotent and omnibenevolent? Why has God been conceived of in such ways? What are the limits of understanding God conceived of in such ways? What explanatory role does God play not only within religion but also outside of it? What reasons are there for thinking that God exists? What are the cosmological, ontological and teleological arguments for God's existence? Does the existence of evil count as evidence against the existence of God? If so, how, and why? If you think about these sorts of questions and want to examine thoughtfully and carefully what some of the most important thinkers in the western tradition have said about such things (especially within the Christian traditions), then this class is for you. Theology majors and minors, along with philosophy majors and minors who are interested in the philosophy of religion, would benefit greatly from taking this class.


REQUIREMENTS: There will be weekly writing assignments, two in-class exams, and a paper due. Class participation will count towards your final grade.

PHIL 4540 - PHILOSOPHY OF EDUCATION
(PREREQUISITE(S): Phil 1001; Junior Standing. This course is equivalent to EDUC 4540.)
Section 101 - MW 2:00-3:51, REV. JEFFREY LABELLE
PHIL 4953 - UNDERGRADUATE SEMINAR:
(PREREQUISITE(S): Phil 1001; Junior Standing, and consent of instructor.)
Section 101 - MW 3:30-4:45, DR. OWEN GOLDIN

[Section Title: Aristotle's Metaphysics]

In this class we will closely read selections from Aristotle's Metaphysics. Students will join the instructor in the paraphrase, analysis, and philosophical evaluation of the philosophical arguments offered in the text.
Texts: Aristotle, Metaphysics (Ross translation; Barnes revision in Collected Works is preferred.)
Grading: There will be a substantial term paper (50% of grade) and take-home examinations will be given both at midterms and at the end of the course (12.5% each). Quality and quantity of class participation is responsible for 25% of the grade.

Section 102 - TTH 12:30-1:45, DR. INGVILD TORSEN

[Section Title: Heidegger's Being and Time]

NO COURSE DESCRIPTION AVAILABLE ON DATABASE.