



**PHIL 277: Aesthetics** | *Dimitris Apostolopoulos*  
*(Ethics and Values)*

This class introduces students to a selection of core topics in philosophical aesthetics, drawing on a mix of contemporary and historical readings from analytic and continental sources. The class aims to give students

**PHIL 287: Environmental Ethics | TBA**  
*(Ethics and Values; Law, Society, and Social Justice)*



### ***300-level Courses (Tier Three)***

#### **PHIL 304: History of Ancient Philosophy | *Jeffrey Fisher***

This course will give students an overview of ancient philosophy by covering the two greatest philosophers of the ancient period: Plato and Aristotle. We will read the entirety of Plato's magnum opus, the *Republic*, after which we will cover the main elements of Aristotle's philosophical system, reading selections from the *Nicomachean Ethics*, *Politics*, *Physics*, *De Anima*, and *Metaphysics*. Students will leave the class with an understanding of the philosophical perspectives of both Plato and Aristotle; an understanding which should prove beneficial for any future philosophical study, given both 1) the philosophical insight characteristic of both Plato and Aristotle's works, and 2) the tremendous influence both of these philosophers have had on subsequent intellectual life.

#### **PHIL 309 (WI): Classical Modern Philosophy | *Kristen Irwin*** *(Writing Intensive)*

Studying the classical modern philosophers doesn't tell the entire story of Western philosophical thought in the 17th & 18th centuries. While we will cover the canonical thinkers in this course primarily via secondary sources, we will spend our time in primary texts on noncanonical philosophers, which may include figures such as Elisabeth of Bohemia, Damaris Masham, Mary Astell, Anne Conway, Nicolas Malebranche, Pierre Bayle, Margaret Cavendish, Catherine Trotter Cockburn, and Mary Shepherd.

#### **PHIL 322: Philosophical Perspectives on Woman | *Jennifer Parks*** *(Existence, Meaning, and Culture; Diversity)*

This course takes up some of the central debates in classical and contemporary feminist philosophy. We will use feminist perspectives to investigate core problems posed in a number of areas of philosophy. These include: liberal vs. radical feminism, accounts of the body in feminist philosophy, controversies over "difference" vs. "sameness" feminism, and feminist challenges to more traditional philosophical views about autonomy and the self. We will consider more recent positive developments within feminist philosophy, with attention to post-colonial and global perspectives.

#### **PHIL 324 (WI): Topics in Ethics: Moral Responsibility | *Mario Attie-Picker*** *(Ethics and Values; Writing Intensive)*

The present course is about the concept of responsibility. The course is organized around two mutually informing questions. We begin by asking whether individuals are truly responsible for their actions. Here we explore the ever-present but always elusive debate about free will. We then move to questions about the nature of responsibility. What is responsibility after all? What does it mean to be responsible for something (a decision, a desire, a whole personality)? And what are the conditions, if any, under which responsibility is realized? Finally, we shift our attention to the question of collective responsibility. How does responsibility work at the group level? What are we doing when we hold a country responsible for an unjust war or a corporation for a toxic work environment? And what is the relation between individual and collective responsibility? Can one be held responsible for the actions of one's group (family, community, country, etc.)?

**PHIL 324: Topics in Ethics: Bioethics and Media** | *Jennifer Parks*  
(*Ethics and Values*)

This course considers major debates in bioethics, drawing on a variety of perspectives and media approaches by using sources from philosophy, literature, graphic novels, and film (including both documentary and popular film). We will approach complex moral issues in medicine through the lens of popular culture and scholarly analysis with these questions in mind: How is the issue under consideration being presented to a mass audience? How might the media's presentation differ from or adhere to more scholarly bioethical considerations? How does the media source help to uniquely convey the ethical issues at stake?

**PHIL 324: Topics in Ethics: Human Rights** | *Joy Gordon*  
(*Law, Society, and Social Justice*)

This course addresses a variety of philosophical issues within human rights. We'll start with some texts that point to different approaches in conceptualizing human rights, as well as an overview of the major human rights instruments in international law and global governance. We'll look at such questions as the concept of rights, and its empirical and Marxist critics; the shift over the last decade in the ethical framework for understanding torture; hermeneutical issues that emerge in human rights treaties; the different ways that gender comes into play within human rights; the thorny problem of how to determine intent in cases of genocide; and issues of sovereignty when countries seek to assert extraterritorial jurisdiction over human rights violations that take place in other parts of the world.

**PHIL 369 (WI): Philosophy of Medicine** | *Elizabeth Hoppe*  
(*Mind and Science; Writing Intensive*)

This writing intensive course, divided into three parts, investigates the meaning and practice of medicine. It begins with the question: What is Medicine? and attempts to answer it through metaphysical and epistemological arguments that arose at the development of medical debate in ancient Greece. Authors for the first part include: Plato, Hippocrates, and Galen. The second component concerns human health and suffering. Here we will examine a variety of texts including medieval philosophy, Buddhism, feminism, and decolonial theory. The third and final part will examine contemporary medical practices, beginning with evidence-based medicine, followed by critiques of current mainstream medical practices.

**PHIL 386: Analytic Philosophy** | *Matthew Dunch*  
(*Mind and Science; Ethics and Values*)

Analytic philosophy was the most significant philosophical movement in twentieth century English language philosophy and remains influential. This course traces the development of analytic philosophy beginning with Gottlob Frege's *Begriffsschrift* (Concept Writing) 1879 through major figures including Bertrand Russell, Ludwig Wittgenstein, W.V. Quine, J.L. Austin, and Elizabeth Anscombe. Though some scholarly consensus exists regarding many of the central figures and concerns of analytic philosophy, analytic philosophy is notoriously difficult to define with precision. The course will also consider figures on, or possibly beyond, the edges of analytic philosophy including Iris Murdoch, Phillipa Foot, Stanley Cavell, and John McDowell.

**PHIL 389 (WI): Contemporary Issues: Critical Philosophy of Race** | *Jacqueline Scott*  
(*Law, Society, and Social Justice; Diversity; Writing Intensive*)

In this course we will examine several contemporary arguments within the field of critical race theory. The two major questions that guide this field are: What is race? What values do and/or should we assign to race in our society?. The course will be divided into three parts: 1) the historical roots of contemporary arguments about race; 2) several contemporary arguments about race; 3) a few of the social/political implications about these arguments.

**PHIL 398: Capstone: Philosophy of Human Rights** | *Brandon Morgan-Olsen*  
(*Law, Society, and Social Justice*)

The idea of a moral human right, with associated moral responsibilities, is incredibly influential in the modern world. This course will analyze this idea in depth, serving as an introduction to and exploration of issues in the philosophy of human rights. Throughout the semester, we will discuss how one ought to conceive of and justify human rights, guided by a close examination of various themes and controversies that surround these issues.

In doing so, we will engage with three different theoretical approaches: an Individual Approach, which

fundamental “right to dissolve government”? What is the relationship between revolution and the concepts