Department of Philosophy
Spring 2027

PHI 1000, 001-036, DL1 and HON Knowledge, Reality, Self
Please see Master Schedule for specific times.
Philosophical responses to the questions of how we can know, what is real, and what is the nature of human existence that explore the dialogue between Catholic, Christian, secular and skeptical perspectives on these questions.

PHI 2010-001 Logic & Critical Thinking Instructor: **Prof. Sterling Hall**
M W F 9:35 - 10:25 pm
The study of logic and critical thinking. Topics include: argument identification and analysis; formal and informal logic; fallacies; inductive argument; the role of argumentative structures in various philosophical traditions.

PHI 2020-001 Symbolic Logic Instructor: **Dr. Georg Theiner**
M W 1:55 - 3:10 pm
Symbolic logic asks a simple but powerful question: what follows from what? This course introduces the formal languages and methods of sentential and predicate logic. Through regular practice, students learn to translate statements and arguments into symbolic form, test whether conclusions follow from premises, and construct formal proofs. These skills bring precision to reasoning in philosophy, mathematics, and other fields. In the later part of the course, we put these methods to work on philosophical questions, showing how formal analysis can clarify a problem and help us evaluate competing arguments. The course welcomes students from a range of backgrounds; no prior study of philosophy or advanced mathematics is required. What matters is a willingness to work carefully with new ideas and practice the methods we learn.

PHI 2115-001 Ethics for Healthcare Prof Instructor: **Dr. Stephen Napier**
T R 8:30 – 9:45 am
The purpose of this course is to help students become more effective in dealing with ethical questions in professional nursing, medical practice, and research. The animating center of the course is the theme of loving the human person(s). Imagine a wheel with the axle representing the theme of loving patients. Each of the issues we will be discussing, whether it is abortion, euthanasia, research on human subjects etc., represent the perimeter of the wheel. Each "spoke" is a way of seeing how to love patients better – we will be examining different aspects of the same axle. With each issue, we ask the more general question what does loving the human person look like for the terminally ill person, or a research subject or etc. The entire course will be traveling along the perimeter of the wheel with love for the human person as its center. We will look and see exactly what respecting human lives looks like in different circumstances and conditions. Arguments on both sides of each issue will be

examined carefully and due weight given to a variety of informed opinions.

PHI 2115-002 & 005 Ethics for Healthcare Prof Instructor**: Dr. Stephen J. Bujno**
T R 10:00 - 11:15 am & 4:00 – 5:15 pm
This course serves both as an introduction to philosophical ethics and its application to clinical case studies. Though primarily intended for future medical professionals, students in other disciplines will find the course thought-provoking. While developing skills in logic and critical thought, the student should expect to consider various applications for the ethics of care and wellness. Those will include medical consent and privacy, maternal/fetal care and end of life/futility, testing and research, mental health and disability, access and allocation, along with emergent bioethical topics. Fundamental questions of life will also be addressed, such as what it means to be ethical and what constitutes personhood. An underlying ethos of the course is to align professional medical care with respect and dignity for the patient as a person.

PHI 2115-003 & 004 Ethics for Healthcare Prof Instructor**: Dr. Peter Koch**
T R 1:00 – 2:15 pm & 2:30 -3:45 pm
This course explores contemporary ethical issues in medicine and health care through case analysis, academic research, and class discussion. Students will develop the philosophical tools and sensitivities needed to assess and resolve complex ethical situations, with a particular focus on those situations that are commonly encountered by clinicians and researchers throughout their careers. While this course is primarily designed for future clinicians, other interested students are welcome to participate as well.

PHI 2160-001 The Ethics of War Instructor: **Dr. Sally Scholz**
MWF 10:40 - 11:30 am
This course will look at some of the normative and practical issues of war. We will address ethical issues facing citizens, combatants, states, and the international community. Although just war theory will receive some primacy, other theoretical approaches to war will also be considered including realism and pacifism. Our study will include war, terrorism and responses to terrorism, preventive war, genocide, crimes against humanity, military intervention, drones, cyber-security, autonomous weapons, and post-traumatic stress disorder. Students will be challenged to connect theoretical discussions to current events and are encouraged to read both national and international news sources.

PHI 2180-001 & 002 Computer Ethics Instructor**: Dr. Tibor Solymosi**
M W 1:55 – 3:10 pm & 3:20 –4:35 pm
Advances in digital computing have led to paradigmatic shifts in knowledge production, industry, and global politics. Today, computing infrastructures connect all aspects of society. Their effects demand ethical scrutiny, but the fast pace of innovation tends to confound this pursuit. The aim of PHI2180 is to orient students to the study of computer ethics, a well-established and continually evolving academic field. We draw richly from the

discipline of philosophy, indicating where theoretical inquiry clarifies the moral complexities of today's leading applications. Our materials are not strictly limited to philosophy, however: we also read texts and engage with new media from such fields as critical data studies, information theory, and computer science.

"Ethical Issues in Computer Science" emphasizes the durability and reliability of philosophical reasoning as a guide for technological decision making. Our premise is that a substantial foundation in ethical theory outlasts cycles of tech development. By the end of the course, students will be prepared to evaluate the ethics of new innovations for years to come.

PHI 2400-001 Social & Political Philosophy Instructor**: Dr. Sally Scholz**
M W F 11:45 am - 12:35 pm
In Social and Political Philosophy, we will examine some of the most salient ideas impacting social and political life today. In addition to looking at three influential theories of justice, we will examine what happens when justice is denied. To focus our exploration, we will look at theories of civil and uncivil disobedience, the right to free expression, the ethics of protest, the right to revolt, and the meaning or nature of freedom. We will strive to create a cooperative learning environment where curiosity, productive and collaborative disagreement, and intellectual risk-taking are celebrated.

PHI 2990-001 & 002 TOP: Yoga and Philosophy Instructor**: Prof. Amy Nobles Dolan**
T R 8:30 - 9:45 & 10:00 - 11:15 am
This course will introduce yoga's ten fundamental tenets for living a good life as taught in *The Yoga Sutras of Patanjali*. We will read a broad selection of literature on the topics of non-violence, truthfulness, non-stealing, moderation, non- possessiveness, purity, contentment, self-discipline, self-study and surrender to a higher power. In each class we will practice about 30 minutes of yoga, as a yoga mat is a powerful laboratory on which we can begin to explore these concepts. Students will be challenged to apply our theoretical discussions and reading to incidental and significant moments in their own lives in 6 written reflections.

PHI 2990-003 TOP: Technology, Humanity, Divinity Instructor: **Dr. Alan Pichanick**
M W 4:45 – 6:00 pm
We have now arrived at a critical moment in the history of scientific knowing and technological innovation. It is now possible, as a result of the progress we have made in uncovering the working mechanisms of the natural and physical world, that human nature itself will become an object not only of scientific inquiry, but of technological innovation as well. What does it mean for human beings to not only investigate human nature, but also to change it? Is it permissible for us to do so? What are the possible consequences and how do we make sure they are good? What kind of ethical and religious principles should we use to justify our decisions about our human future? These questions demand not a technical discussion, but a philosophical and theological one. We will thus discuss

philosophical and theological responses to recent advances in the fields of artificial intelligence and biotechnology. This will lead to a discussion of personhood, love, ethics, and relationship to divinity in a futuristic (but not merely science-fiction) "post-human" world in which *machines* may resemble *human beings,* and *human beings* may be enhanced in various ways to become "*transhuman*" (or more than human). Satisfies Core Theology requirement.

PHI 3050-001 Kant & 19th Century Philosophy Instructor: **Dr. Omar Quiñonez**
T R 11:30 am - 12:45 pm
This class surveys the period in Western philosophy stretching from the late 1700's to the end of the 1800's. These roughly 100 years of philosophy grappled with profound changes to European life, including liberal revolutions, industrialization, and secularization. Philosophy responded to these challenges by placing the question of "self-understanding" front and center. Throughout the semester, we will explore different angles to this question, most of which are still pertinent today, including the nature of human experience, the meaning of self-realization, authenticity, and the problem of alienation in modern society. This semester, we will read excerpts from Immanuel Kant, Søren Kierkegaard, and Friedrich Nietzsche to discuss why and how getting right the question of what it means to be "us" became philosophy's answer to modernity.

PHI 3160-001 History of Islamic Philosophy Instructor: **Dr. Rebecca Makas**
M W F 12:50 - 1:40 pm
History of Islamic Philosophy offers an overview of a chronically understudied subject in philosophy curricula, Islamic philosophy, using an underemployed methodology in the field: considering how gender affects our understanding of the self, God, and the world. Muslim philosophers are often credited with the preservation of Greek philosophy through a robust translation movement of Greek into Arabic and, later, Arabic into Latin. Although this movement was of vital importance in the history of philosophy, until recently, Islamic philosophy was often left out of "standard" philosophy courses. This class will introduce students to the seminal figures of Islamic philosophy, including Ibn Sīnā (Lt. Avicenna), critiques of Aristotelian rationalist philosophy by the prominent mystical philosopher Al-Ghazālī, a defense of rationalism and commentaries on Greek philosophy by Ibn Rushd (Lt. Averroes), as well as mystical philosophy in the Islamic East. However, rather than presenting this history as neutral with regards to gender, our lectures and discussions of primary sources will be informed by the recent call by Zahra Ayubi to "deuniversalize" the male subject (2020). Using Ayubi, and others, students will explore how using gender as a lens of analysis enriches their understanding of classical Islamic philosophy.

PHI 4140-001 Philosophy of Contemporary Music Instructor: **Dr. Ashley Lamarre**
M W 1:55 – 3:10 pm
Hip-Hop, and rap in particular, remains one of the most popular musical genres, not just in the U.S. but worldwide. While it's heavily influenced by older musical traditions such as Jazz, R&B, and Funk, as well as traditions from across the African diaspora, Hip-Hop's rise to prominence as popular music is a uniquely contemporary affair.

What might it mean to approach contemporary music, in this case rap, philosophically? For our class, it means exploring questions such as: What is the relationship between music and the formation of the self in general, and the socially situated self in particular? What is the relationship between music and the formation of the citizen, or the formation (or dissolution) of a state? What is the relationship between music and emotions such as sorrow, anger, and rage? What actions follow from these emotional states, and how is the value of both these emotional states and their subsequent actions adjudicated? How is gender and sexuality performed in rap, and what do these performances tell us about power, difference, and refusal?

In addition to exploring these questions through our listening practice, we will be guided by thinkers including, but not limited to, Plato, W.E.B. Du Bois, Alain Locke, Frantz Fanon, Audre Lorde, Angela Davis, and Patricia Hill Collins.

PHI 4150-001 Philosophy & Film Instructor: **Dr. Surti Singh**
T R 4:00-5:15 pm
In our digital age, we produce and encounter virtual selves in social media, algorithms construct and circulate our identities, and our memories are archived in external devices. We now live in an era that is reshaping what philosophers call the *ontology* of our personal identity—how the self is constituted and maintained over time, and ultimately, how we think about what it means to be human. The desires, hopes, fears, and anxieties produced by these changes are vividly mirrored by films of the past two decades, many of which focus on fractured subjectivities, nostalgia, memory loss, dream worlds and the human/machine interface. Starting with Christopher Nolan's 2000 film *Memento*, we will explore themes of identity, memory, time, and experience as they have been visualized in cinema, and the related questions of responsibility, freedom, happiness, and justice. Readings will be drawn from a variety of philosophical and film theory sources, and students can expect to view films such as *The Eternal Sunshine of the Spotless Mind, Her, Blade Runner 2049, and Past Lives.* We will also watch some relevant episodes of *Black Mirror.*

PHI 4825-001 Existentialism Instructor: **Dr. Martina Ferrari**
M W 3:20 – 4:35 pm
What does it mean to exist? This course introduces existential philosophy through questions of individuality, freedom, anxiety, mortality, embodiment, and our relationships with others. In the course, we study Kierkegaard, Nietzsche, Heidegger, Sartre, Merleau-Ponty, and Beauvoir in order to examine how European existential philosophers understand human existence when traditional values, identities, and meanings can no longer be taken for

granted.
Along this guiding question, we also ask whose experience is represented in these early versions of existential philosophy. We study Du Bois, Yancy, Fanon, Anzaldúa, and Césaire to explore how race, gender, and colonialism shape embodiment, recognition, freedom, and responsibility. We examine how these thinkers challenge and expand the tradition of existential philosophy by asking who can count as a free and fully recognized human subject.

PHI 5000-001 SEM:The Problem of Evil: Instructor: **Dr. James Wetzel**
Love Amid the Ruins
T R 1:00 – 2:15 pm
Evil is anomalous. It begs for interpretation and then invariably defeats whatever is ventured. Still, we interpret, we reflect, we reinterpret. Reading is ultimately a philosophical form of art, and it is the art to which we aspire—individually and collectively.
The first half of the course is an **archaeology of symbolism**. We dig into two durable myths about the pain and hidden promise of certain deprivations of self-knowledge, desire, and point of view: the Genesis myth of Creation and the Oedipal myth. Here we are looking for clues relating to the origins and illusions of selfhood—clues that may tell us something about the deprivation we tend to call 'evil.'

The second half of the course is a **phenomenology of redemption**. We turn to story-tellers who suggest, without sentimentality or grandiosity, how something good sometimes comes out of evil, or perhaps, more modestly, how evil fails to be absolute.

Once the problem of evil gets loosed from an obsession with crime and punishment, it takes us into negotiations with broken relationships. The need for unbreaking those broken relationships (a need seemingly impossible to satisfy) puts us somewhere between an aspiration to knowledge and a desire for forgiveness. This seminar is at root a meditation on philosophy and heart-break.

Readings: Book of J, Oedipus (Sophocles), Gravity and Grace (Weil), Endgame (Beckett), Foster (Claire Keegan), Disgrace (J.M. Coetzee); supplementary readings from Kant and Nietzsche.