PHIL 1021: Choice and Chance—Waldemar Rohloff

This course provides an introduction to inductive logic and the theory of probability. The concept of probability is all around us and is involved in decisions we make concerning our finances, educations, relationships, and health, among other things. However, despite its importance, human beings are often susceptible to basic mistakes about what probability statements mean. In this course we will present the theory of probability in an organized and systematic way, so as to avoid those common mistakes, and provide tools for more effective decision-making. We will introduce the probability calculus, basic concepts of utility theory, decision theory and different approaches to understanding probability. This course is designed to be accessible to students of all levels and is the ideal course for anyone who plans on ever making a decision.

PHIL 1090: Philosophy Looks at the Arts—Stephanie Ross

In one sense, Philosophy 1090 is an arts appreciation course. Since it is housed in a Philosophy Department, it emphasizes general questions rather than specialized history or theory. The course explores the distinct resources of various arts – the raw materials of each, what each can represent, express, convey – and key differences among them.

After an introductory unit devoted to art in general, the course will present eight units devoted/covering to the arts of painting, photography, sculpture, architecture, music, literature, drama, and film. We will devote two weeks to each art with the exception of photography and drama; we will spend only one week on these. The course will employ a variety of instructional materials. These include posted essays, links to websites and to particular images and examples, readings from an assigned text, and participation on a My Gateway Discussion Board.

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PHIL 1120: Asian Philosophy—David Griesedieck

The class provides a survey of the Islamic, Indian and Chinese philosophical traditions. There will be one exam, which will be open-book and open-notes. In addition there will be several short essay assignments and frequent quizzes.
PHIL 1110: Western Philosophy I: Antiquity to the Renaissance—Waldemar Rohloff

The foundations of modern thought were laid down by philosophers asking questions about the nature of knowledge, the possibility of freedom, what morality means and what human beings are, among other things. In this course we will examine the philosophical ideas of some of the greatest thinkers in the Western tradition, with our goal always being to better understand the roots of our own thoughts and beliefs.

PHIL 1130: Approaches to Ethics—John Brunero

The course will introduce some of the most important questions in moral philosophy: What is it to live a good life? (Is the good life one of happiness, one where you get what you want, or one where you accomplish something of value?) What is it to act in a morally right way? (Is it to produce the best consequences possible? Is it to act in accordance with certain moral principles? If so, which principles?) Why should we act in a morally right way, especially when doing so appears contrary to our self-interest? What is the relationship between morality and religion, and between morality and human nature? Is there such a thing as objective moral truths, and, if so, how can we know what they are? In this course, we'll approach these questions and others, and consider various answers given by philosophers both historical and contemporary.

PHIL 1150: Major Questions in Philosophy—Andrew Black

From the time of the ancient Greeks, philosophers have always asked the ‘big’ questions: What is real? What can we know? How should we live? Are we free? This course will examine representative writings from the history of Western philosophy that address these issues. Our goals will be to see why these questions were worth asking and to decide which among the various answers are best.

PHIL 1160: Logic and Language—David Griesedieck

The course covers basic techniques of sound reasoning, primarily in the context of arguments encountered in everyday discourse. There will be a midterm and a final, both of which are open-book and open-notes. There will be required daily homework assignments, which will be worth about one-third of your grade.

PHIL 2253: Philosophy and Feminism—Sarit Smila-Sened

The purpose of this course is to provide an overview of the development of feminist philosophy. In order to understand certain trends in feminist philosophy, it is important to start by reading some canonical philosophy texts. The ways in which ‘the woman question’ is dealt with in those canonical texts, is the background against which much of contemporary feminist thought should be understood. We will survey classical as well as contemporary developments in feminist philosophy with a focus on its contributions to ethics and political philosophy.
PHIL 2254: Business Ethics

This course critically examines businesses and business practices from the perspective of moral philosophy. Questions raised include some or all of the following: is the sole moral obligation of business to make money? Is it morally wrong to create artificial wants through advertising? Should we compel businesses to protect the environment or participate in affirmative action programs? Should government be in the business of regulating certain businesses? If so, which ones?

This course examines the range of moral problems that has arisen within our health-care system. Some of these issues have always been with us, others have resulted from recent advances in medicine and technology. Topics include: autonomy and informed consent, the ethics of medical research, uses of genetic testing, distributing scarce medical resources, abortion and euthanasia.

PHIL 2255: Environmental Ethics—Stephanie Ross

This intro-level course will investigate a wide range of issues concerning our place in and relation to the natural world. We’ll begin by asking what obligations, if any, we owe to other people, to animals, to plants, to endangered species, to entire ecosystems. Next we’ll consider the land in various guises including wilderness (we’ll ask if there is such a thing!), urban and national parks, agricultural terrain, gardens considered as works of art. For each case, we’ll consider proper modes of appreciation and preservation. Turning to social issues, we’ll take up such topics as overpopulation, pollution, scarcity and consumption, food and factory farming. A closing segment of the course will be devoted to specific problems that arise in Missouri and the bi-state area, including levees, locks, and flood plain development, genetically altered crops, TIF financing, development and sprawl.

There is one required text for the course, the new edition of Environmental Ethics published by Oxford University Press. Class time will be spent discussing articles in the book as well as material from an exciting new website, Philosophy and Food, maintained by the Philosophy Department at the University of North Texas.

PHIL 2256-001: Bioethics—Dan Lehocky

Can medical experiments on animals be justified? What is human cloning and could it ever be right? Should alcoholics be offered liver transplants when there’s a long waiting list? Should pregnant women be sent to jail to stop them abusing drugs? Is abortion justifiable? And is death even a bad thing to be avoided in the first place? We will be discussing these and other fascinating ethical dilemmas that arise in medicine.

PHIL 3302: Medieval Philosophy—Jon McGinnis

The course provides an introduction to a number of the more enduring philosophies that were formed over a thousand year period spanning from 400 to 1400 C.E. and in geographical regions as distant as Spain in the West and Iran in the East and by individuals in the Jewish,
Christian, and Muslim traditions. The course is divided into two sections. The first section treats philosophers writing in either Arabic or Judeo-Arabic, and includes such figures as Alfarabi, Avicenna, and Averroes from the Islamic tradition and Maimonides from the Jewish tradition. The second section focuses on those philosophers writing in Latin, beginning with thinkers at the end of the classical period, such as Augustine and Boethius, moving on to Anselm in the early-medieval Latin period followed by Aquinas, Scotus, and Ockham during the period of European high Scholasticism. The primary emphasis of the course will be on issues clustering around three themes: God, creation, and the Soul, although topics treated will by no means be simply limited to these three fields. In the end the course should not only give the student an appreciation for an historically important period of time and expose him or her to culturally diverse ways of thinking about our own nature and that of the world around us, but also it should afford the student an opportunity to develop his or her critical thinking skills.

**PHIL 3360: Formal Logic (Online and Classroom)—Waldemar Rohloff**

Logic is the science of correct reasoning. It investigates the relationship of logical consequence that holds between the sentences of our language. In this course we will show how this topic can be studied through the use of formal languages, in particular first-order logic. This course relies on computer-aided instruction using an award-winning software/book package. The course is accessible to students with no prior background in logic. However, basic proficiency with computers is recommended.

**PHIL 3374: Philosophy of Art—Stephanie Ross**

Viewers greet much recent art dismissively, thinking “I could do that,” “My child could do that,” “A monkey could do that.” In this course, we will try to answer the big questions “What is art, and what should it do for us?” We will also address a variety of more specific issues, among them: Is artistic creativity unique? Do works of art possess aesthetic properties? Do works of art generate aesthetic experience? How does art arouse emotion? How is art interpreted? What is the critic’s role? What creates value in art? Can debates about art be rationally resolved? What commonalities link the various arts, and what differences distinguish them?

Class time will be devoted to discussion of the assigned readings. We will use exhibitions and performances on campus as a laboratory of sorts; we will also pay special attention to the arts of film and architecture.

**PHIL 3380: Philosophy of Science—Andrew Black**

An all-online version of Philosophy of Science. In our culture, science is afforded considerable authority. We generally presume that scientists are correct in what they tell us, and we take science more seriously than any other institution. What accounts for this authority? We examine answers connected with scientific method, what scientific theories are and what they are for, how science progresses, what the cultural foundation of science is, and how science’s achievements can be evaluated. Although the class is open to all qualified students, it is specifically designed for students whose main work and study keeps them away from campus, such as primary and
secondary science teachers seeking certification and those studying in the Washington University/UMSL joint engineering program.

**PHIL 4445: Metaphysics—Gualtiero Piccinini**

This will be a survey of selected topics in metaphysics — the general study of what kinds of things there are and how they relate to one another. We will read different points of view concerning topics such as particulars, properties, kinds, causation, composition, emergence, and reduction. We will focus on primary sources from the recent literature.

**PHIL 4451: (Honors 3010) Philosophical Cosmology: Historical, Theological and Scientific Perspectives—Jon McGinnis**

Cosmology is the branch of philosophy dealing with the origin and general structure of the universe, with its parts, elements, and laws and especially with such of its characteristics as causality, space, time, life and freedom. This course considers historical and contemporary examinations of our cosmos whether from the standpoint of science, philosophy or theology. To this end, students will be introduced to spectrum of naturalist and non-naturalist approaches in providing a complete account of the universe and the life within it. After this introduction, the course divides into three parts: “Cosmology,” “Biology” and “Psychology.” The section treating Cosmology proper will look at, first, argument for and against the need for a deity to account for the origin of the universe, and, second, the universe’s temporal topography, i.e., “What was before the Big Bang?” and “What is the ultimate fate of the universe?” Under “Biology,” (literally an account of life) topics will include evolution, the anthropic principle and the recent “evolutionary argument against naturalism.” The section on Psychology will cover issues related to the physical and the mental, the emergence of consciousness and whether any part of the human can survive the death of the body. This course will be of interest to students working in the sciences, such as physics, biology and psychology, who are interested in some of the philosophical issues associated with their discipline, as well as students concerned with philosophy of science, philosophy of religion and intellectual history. At the end of the semester, the student will hopefully have a better understanding of the world around us, and our place within the world.

**PHIL 4474: Philosophy of Art—Stephanie Ross**

Viewers greet much recent art dismissively, thinking “I could do that,” “My child could do that,” “A monkey could do that.” In this course, we will try to answer the big questions “What is art, and what should it do for us?” We will also address a variety of more specific issues, among them: Is artistic creativity unique? Do works of art possess aesthetic properties? Do works of art generate aesthetic experience? How does art arouse emotion? How is art interpreted? What is the critic’s role? What creates value in art? Can debates about art be rationally resolved? What commonalities link the various arts, and what differences distinguish them?

Class time will be devoted to discussion of the assigned readings. We will use exhibitions and performances on campus as a laboratory of sorts; we will also pay special attention to the arts of film and architecture.
PHIL 4480: Topics in Philosophy of Science—Andrew Black

An all-online version of Philosophy of Science. In our culture, science is afforded considerable authority. We generally presume that scientists are correct in what they tell us, and we take science more seriously than any other institution. What accounts for this authority? We examine answers connected with scientific method, what scientific theories are and what they are for, how science progresses, what the cultural foundation of science is, and how science’s achievements can be evaluated. Although the class is open to all qualified students, it is specifically designed for students whose main work and study keeps them away from campus, such as primary and secondary science teachers seeking certification and those studying in the Washington University/UMSL joint engineering program.

PHIL 4487: Philosophy of Law—John Brunero

This course is divided into three parts. The first part concerns the relationship between law and morality. The second part concerns legal and moral rights -- specifically, the rights to liberty, free expression, privacy and equality under the law. The third part concerns issues of punishment and responsibility. We’ll read essays by philosophers and lawyers, as well as the opinions of several important US Supreme Court cases.

Here are some of the questions we’ll consider in this course: Does a law have to meet some moral standard in order to be valid law? Is there a moral obligation to obey the law? Which standards should we employ when we attempt to interpret the law and the Constitution? Why is liberty important and to what extent should people be left free to do as they choose? What are the proper limits to free speech and expression? What are the Constitutional and moral grounds for personal privacy and autonomy? What does it mean to treat people equally? Why, exactly, are we justified in punishing criminal offenders, and do our theories of punishment support capital punishment? Should we punish unsuccessful attempts at murder less than successful attempts, and, if so, why? Should people be held legally responsible for their omissions as well as their actions? When are people excused from responsibility for their acts?

PHIL 5533: Philosophy of Law—John Brunero

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PHIL 5545: Seminar in Metaphysics—Gualtiero Piccinini

This will be a survey of selected topics in metaphysics – the general study of what kinds of things there are and how they relate to one another. We will read different points of view concerning topics such as particulars, properties, kinds, causation, composition, emergence, and reduction. We will focus on primary sources from the recent literature.

PHIL 5561: Formal Logic—Waldemar Rohloff

Logic is the science of valid reasoning. Its objects of investigation are notions such as proof, logical consequence and logical truth. In this course we will show how these topics can be studied through the use of formal languages, in particular first-order logic. This course relies on computer-aided instruction using an award-winning software/book package. The course is accessible to students with no prior background in logic. However, basic proficiency with computers is recommended.