

Charlie Gustafson-Barrett:
Philosophical Perspectives: Authenticity

PHIL 200-09: Authenticity	MWF	9:00-9:50	13073
PHIL 200-10: Authenticity	MWF	10:00-10:50	13074

Authenticity is the currency of our age, but do we really understand what authenticity means? How do we know if we are being authentic, or judge when someone else is phony? In this course, we will trace the concept of authenticity through four fields of intellectual development—Classical, Enlightenment, Existentialist, and American—in order to think through how to evaluate authenticity in mediums like politics, science, media, art, and education. A provisional reading list includes *Republic X*, *Ion*, *Discourse on the Method*, *Hamlet*, *Beyond Good and Evil*, and *Fire Next Time*. Our goal will be to reflect upon how we recognize the authenticity of an author/actor and communicate our own authenticity. In light of these texts, students will be asked to reassess their own standards for authenticity and consider if they have changed. Students should thus come to appreciate how canonical voices in the humanistic tradition can be instrumental in helping them craft the emergence of their own unique voices.

Andrew Hill:
Human Progress

PHIL 200-12: Human Progress	MWF	10:00-10:50	13076
PHIL 200-15: Human Progress	MWF	2:00-2:50	13079

This course examines whether humanity makes progress over time, in which areas of life progress is possible, what that progress might look like, potential dangers posed by progress, and whether or not progress has limits. Readings: Descartes' *Discourse on Method*, Condorcet's *Progress of the Human Mind*, Lewis' *Abolition of Man* and Kuhn's *Structure of Scientific Revolutions*.

Tim Brownlee:

PHIL 200-14P: The Public Sphere	TR	11:30	13078
PHIL 200-22: Art & Science, Life & Death	TR	1:00	13361

The Public Sphere:

This course will consider the emergence of the bourgeois public sphere in modern Europe with a focus on the societal and economic conditions that made it possible. We will examine the transformation of the public sphere from the 18th century to the present by means of a close examination of significant texts from the history of philosophy and political economy.

Art and Science, Life & Death:

What sort of knowledge is most significant for leading a good life? We will consider the different sorts of knowledge that philosophy, modern natural science, and art each make possible, and ask which—if any—of these pursuits is most important to a life worth living. Readings from Plato, Descartes, and Nietzsche.

Sweeney:

PHIL 200-18H	TR	10:00	13362
PHIL 200-23	TR	1:00	14940
PHIL 200-28	TR	11:30	14876

Colella:

PHIL 200-08S	MWF 10:00-10:50	Online set times	13072
PHIL 200-11P	MWF 11:00-11:50	Online set times	13082
PHIL 200-02	MWF 1:00-1:50	Online set times	13066

Quinn:

PHIL Science, Tech & State 200-13	MWF	9:00	13077
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SZYMKOWIAK:

PHIL 200-17	TR	8:30	13081
PHIL 200-21	TR	11:15	13382
PHIL 200-20	TR	1:00	13360

Tsalla:

PHIL 200-16B	TR	11:30	13080
PHIL 200-27B	TR	2:30	13083

Daniel Dwyer:

Faith, Reason and Science

PHIL 200-04: Faith Reason & Science	MWF	9:00 online set times	13075
PHIL 200-06: Faith Reason & Science	MWF	10:00 online set times	13070

In this course we will discuss ancient Greek, Christian, and modern scientific approaches to one increasingly urgent question in our COVID-era: How can philosophical dialogue be effective as a very real therapy (in the Platonic sense of *therapeia*) for the exposed nerves of our 21st c. souls? The emphasis in this 100% online synchronous course will be on the quality rather than the quantity of challenging reading and written assignments. The minimum of necessary lectures will maximize the amount of time for informed, critical dialogue about the various philosophical diagnoses of and remedies for our rather fragile human nature.

Evan Strevell:

What Is Knowledge? Ancient and Modern Approaches

PHIL 200 (H): What Is Knowledge? Ancient and Modern Approaches	MWF	9:00	13069
PHIL 200: What Is Knowledge? Ancient and Modern Approaches	MWF	8:00	13065
PHIL 200: What Is Knowledge? Ancient and Modern Approaches	MWF	11:00	13071
PHIL 200: What Is Knowledge? Ancient and Modern Approaches	MWF	1:00	13067

"There are various disciplines and branches of knowledge (e.g., mathematics and the sciences), and while these seek to establish knowledge of their respective objects, they do not seek to establish what knowledge is. Can the experts in the various fields be said fully to know if these do not demonstrate what knowledge is? *What Is Knowledge? Ancient and Modern Approaches* surveys attempts in ancient (Plato) and modern (Descartes and Hume) philosophy to grasp the principles in virtue of which we may be said to know our world, the nature of knowable reality and the human relation to it, that for the sake of which humans aim to know, and, of course, what knowledge is.

ORNELAS:

Perception and Judgement:

PHIL 200-31: Perception & Judgement	MWF	12:00	16299
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The PHIL 200 course, titled "Perception and Judgement," entails reading of Descartes' Discourse on Method. We will use this as a starting point to investigate philosophical theories of perception and judgement. The course will cover material germane to philosophy of psychology and cognitive science beginning with Descartes up to contemporary work. Some topics may relate to ethics and morality, economic decision making, spatial perception, and self-perception. In addition to the course content, the class will focus on building transferable philosophical and developing writing skills.

Henning:

The Self:

"Know Thyself" may be a maxim with ancient roots, but it is still a powerful bit of advice. Perhaps the greatest gift of adulthood is an adequate knowledge of the self with which one can practice such virtues as "self-awareness," which must be the product of "self-reflection." To access our strengths and take responsibility for our weaknesses, to represent ourselves faithfully to others, we must have encountered our own depths and tendencies. The self often turns out to be elusive, contradictory, and, from the perspective of some philosophers, entirely fictional. In this course we will pursue the emergence of psychology from its philosophical roots. We will ask such questions as: "Can the mind be empirically known?", "Is the brain co-extensive with the mind?", "Is the self merely part of the mind, or does it encompass the whole?", and, paradoxically, "Does consciousness exist?" We will encounter these questions through theories proposed by Descartes, David Hume, William James, Sigmund Freud, B.F. Skinner, and Noam Chomsky.

PHIL 200-19	TR	10:00-11:15	13068
PHIL 200-25	TR	1:00-2:15	15076