

PHILOSOPHY GRADUATE COURSES

PHIL 6010: TOPICS: PLATO

TR 12:45-2:00

TIM O'KEEFE

In this course we will look at Plato's metaphysics, moral psychology, epistemology, ethics, and political philosophy. We will also examine the unity of Plato's thought (or lack thereof)—that is, can the positions put forward in various dialogues be reconciled with one another and made consistent, or not? In addition, we'll explore methodological challenges posed by Plato's use of the dialogue form and literary genres like eschatological myths. We will most likely be looking at the following dialogues: *Euthyphro*, *Apology*, *Protagoras*, *Gorgias*, *Clitophon*, *Republic*, *Theaetetus*, (small portions of the) *Timaeus* and *Laws*, and the *Symposium*.

PHIL 6090: TOPICS IN CONTINENTAL PHILOSOPHY

TR 9:30-10:45

SEBASTIAN RAND

The Destruction of Experience. Does modern life involve a kind of experience different from the kind people used to have? Is there something wrong with the kind of experience we have now? Is it only a remnant or reminder of a true experience long since inaccessible, and even unintelligible, to us? In the 1930s, Benjamin argued that modern life exhibited a "poverty of experience;" in the 1970s Agamben radicalized this theme, claiming that modern culture "expropriates" genuine experience entirely. We will read Benjamin, Agamben, and related works (Montaigne, Hegel, Blanchot, Arendt, and others), asking what "experience" means and what its destruction might consist in.

PHIL 6100: EPISTEMOLOGY

MW 11:00-12:15

STEVE JACOBSON

The course covers various classical and contemporary topics in epistemology. These may include—the analysis of the concept of knowledge, the problems of the external world, other minds, induction, the Gettier problem, skepticism, foundationalism, coherentism, naturalism, reliabilism, the internalist/externalist debate, contextualism, relativism, and social constructivism.

PHIL 6150: TOPICS IN EPISTEMOLOGY

MW 2:00-3:15

KINGA GOLUS

Virtue Epistemology and Education. This course examines the character traits required for good thinking and learning (intellectual virtues). First we examine several theories of intellectual virtue. Then we apply those theories by asking: What do we tend to associate with good thinking and learning? A person can be knowledgeable and gifted while having intellectual vices—hastiness, laziness, arrogance, closed-mindedness—that prevent her from thinking or learning well. These considerations suggest that beyond natural cognitive abilities, good thinking and learning have a character-based dimension, involving intellectual virtues like carefulness, perseverance, honesty, and thoroughness. Finally, we will ask how can such qualities be taught.

PHIL 6330: PHILOSOPHY OF MIND

MW 9:30-10:45

DAN WEISKOPF

In this course we will investigate some central philosophical questions about the mind. These include: Is the mind something nonphysical? If it is physical, is it anything over and above the brain? How are nonhuman minds different from ours? How do conscious sensations and experiences arise from unconscious matter? Can we have a science of conscious experience? How is the mind integrated with the world outside the brain and body? In addition, we will investigate the nature of everyday mental states such as belief, desire, imagination, and dreams. Finally, we will consider problems of mental disorder and defining the self.

PHIL 6340: PHILOSOPHY AND COGNITIVE SCIENCE

TR 7:15-8:30

NEIL VAN LEEUWEN

How is information organized in the mind/brain? This course explores the idea of modularity, which holds that the mind/brain is organized into specialized systems, each with different content domains and processing. Some hold, for example, that the senses—hearing, vision, etc.—involve separate modules, as Jerry Fodor argues in *The Modularity of Mind*. But other potential examples would be the various intuitive systems in the mind/brain that process other sorts of information: intuitive physics, intuitive biology, and intuitive psychology. Thus, the goals of the course are to understand modularity, to explore its theoretical applications, and to evaluate those applications.

PHIL 6820: PHILOSOPHY OF LAW

TR 2:15-3:30

ANDREW ALTMAN

This course will examine issues of race and racism in U.S. law. The topics will include: slavery and the Constitution, the Jim Crow system, the Civil Rights Movement, and Black Lives Matter. Readings will be taken from legal cases and the works of such prominent black thinkers and activists as David Walker, Frederick Douglass, Martin Luther King, Jr., and Malcolm X.

PHIL 6830: PHILOSOPHY OF ART

TR 3:45-5:00

JESSICA BERRY

What is art? Who's qualified to say? Does art "mean" anything, and if so, how? Are moral and aesthetic values mutually dependent, or mutually exclusive? We will take on these questions and others in this course, by engaging the most prominent contemporary thinkers who have had anything to say about them. We will focus on objects that defy neat characterization and, in addition to institutions, definitions, and theories, we will think about beauty, forgery, authenticity, exploitation, mass production, graffiti, gore, kitsch, craft, ephemera, form, function, design, and taste—both good and bad.

PHIL 8060: SEMINAR IN MODERN PHILOSOPHY**MW 11:00-12:15****ERIC WILSON**

Kant's Ethics. Our seminar will be an advanced study of Kant's ethics, based largely on a close reading of the *Metaphysics of Morals* and the *Critique of Practical Reason* (or the Groundwork). Special attention will be given to Kant's views about moral psychology and their relation to his account of morality's normative foundation in the will.

PHIL 8330: SEMINAR IN PHILOSOPHY OF MIND**MW 12:30-1:45****EDDY NAHMIAS**

Free Will, Agency, Responsibility, Punishment: What is required to be a free agent who is morally responsible for her actions? Does determinism, indeterminism, or physicalism threaten free will or responsibility? Are they threatened by discoveries from the modern sciences of the mind? We will discuss various theories of free will and responsible agency. We will read some of the most influential recent work on these topics and students will research various responses to this work. We will also consider some relevant work in experimental philosophy, psychology, and neuroscience. Finally, we will consider how these discussions impact justifications for punishment.

PHIL 8700: SEMINAR IN ETHICS**TR 11:00-12:15****ANDREW ALTMAN**

This seminar will examine philosophical and legal issues related to racism, antisemitism, and Islamophobia. Topics to be covered include: the history of racism in the West; racist ideas in modern philosophy; black nationalism; antisemitism in Christian and Nazi thought and practice; and the compatibility of Islam and liberalism. Among the philosophers to be read are: C. Mills, T. Shelby, E. Anderson, E. Eze, M. Nussbaum, M. Walzer, Augustine, and Aquinas.

PHIL 8810: SEMINAR IN SOCIAL AND POLITICAL PHILOSOPHY**F 9:30-12:00****SUZIE LOVE**

Capitalism and Freedom: Does capitalism make us free? Different accounts of freedom and capitalism will yield diametrically opposed answers to this question. In this course, we will investigate what it is to have a right to freedom, focusing on the conception of freedom as negative liberty, the Marxian conception of freedom, and the Kantian conception of freedom. From there, we will focus on arguments, including those of Hayek and Milton Friedman, that respecting freedom requires a capitalist economic system. Finally, we will close by considering Marxian and Kantian views of capitalism as fundamentally inconsistent with freedom.

PHIL 8855: SEMINAR IN POLITICAL THEORY**R 7:15-9:45****PETER LINDSAY**

Plato, Aristotle and Hobbes on the State. This course will begin with close readings of Plato's Apology, Crito and Republic, and Aristotle's Nicomachean Ethics and Politics. Class discussions will focus on the questions of concern to ancient Greek political philosophy: Why should people obey political authority? What is justice? What is a good state? What is a good person? What role should the state play in making a person good? The final third of the class will examine Hobbes' Leviathan and its very different take on these questions.