

PHILOSOPHY GRADUATE COURSES

PHIL 6075: TOPICS IN 19TH CENTURY PHILOSOPHY

TR 2:15-3:30

JESSICA BERRY

Nietzsche's Middle Period. This course will examine the three works of Friedrich Nietzsche's unjustly neglected "middle period" (1878-82): *Human, All Too Human* (1878), which Nietzsche later described as "the monument of a crisis" both personal and intellectual; *Daybreak* (1881), which laid the groundwork for his devastating critique of all morality; and *The Gay Science* (1882), which his publisher (of all people!) cheekily advertised as completing a trilogy on "a new image and ideal of the free spirit." There's little truth in advertising, of course, but that will be no obstacle to our discovering in these works a profoundly important thinker who knows what it is to philosophize cheerfully.

PHIL 6100: EPISTEMOLOGY

TR 11:00-12:15

STEVE JACOBSON

This course covers great questions about knowledge such as the following: Can the methods of science be justified? When experts disagree, which should we trust? Do the senses accurately represent reality? Can humans know whether or not there is a God? Is faith a source of knowledge? What distinguishes knowledge and opinion? Do animals have knowledge? The format of the course is lecture and discussion.

PHIL 6130: PHILOSOPHY OF SCIENCE

MW 12:30-1:45

ANDREA SCARANTINO

Our philosophical reflections on science will touch upon four foundational issues: Demarcation: What makes science different from non-science? And do the criteria of demarcation change along with scientific progress? Theory Change: Does science progress towards the truth over time? If not, what is the metric along which scientific progress can be established? Confirmation: How exactly are scientific theories confirmed by evidence? Natural and human kinds: What are the distinctive properties of the categories scientists generalize about (e.g. spin for physics, depression for psychologists)? And do these properties differ depending on the scientific discipline under consideration?

PHIL 6340: PHILOSOPHY AND COGNITIVE SCIENCE

TR 7:15-8:30

NEIL VAN LEEUWEN

How is information organized in the mind/brain? In this course, we'll explore the thesis known as modularity, which holds that the mind/brain is organized into separate specialized systems, each with different processing principles and domains of information. One might hold, for example, that the sense modalities--hearing, vision, olfaction, etc.--are processed by separate modules, as Jerry Fodor argues in *The Modularity of Mind*, which we'll read at the beginning of the course. But there are other potential examples as well. Theorists have argued that there are separate intuitive "folk" systems in the mind/brain for processing different sorts of information: folk physics, folk biology, and folk psychology, most prominently. Some hold, for example, that intuitive folk physics operates independently of whatever our conscious theories are about the physical world. Thus, the goals of the course are (1) to understand the respective modularity theses precisely, (2) to explore the evidence for them, and (3) to evaluate their merits critically.

PHIL 6820: PHILOSOPHY OF LAW

TR 12:45-2:00

S.M. LOVE

In this course, we will consider a number of questions at the intersection of philosophy and law. Beyond the question of what law itself is, we will consider philosophical issues in specific areas of law. Among others, we will look philosophically at issues like affirmative action, abortion, contracts, and environmental justice. We will consider each issue from multiple philosophical perspectives. There will be a special focus on issues of racial justice.

PHIL 8030: SEMINAR IN ANCIENT PHILOSOPHY**W 4:30-7:00****ALLISON PIÑEROS GLASSCOCK**

Plato's Republic. This course will be a close reading of what is, arguably, Plato's *magnum opus*: the *Republic*. As we make our way through the *Republic's* 10 books and relevant secondary literature, our primary goal will be to arrive at a better understanding of Plato's philosophical project: what is he doing and why? We will work toward this goal by investigating a number of related issues, including the relationship between the *Republic's* ethical and political programs; the nature of knowledge, goodness, and virtue; the structure of ethical development; the role of women in Kallipolis; and the purpose(s) of poetry and philosophy.

PHIL 8330: SEMINAR IN PHILOSOPHY OF MIND**F 9:30-12:00****DAN WEISKOPF**

Faces of Metaphor. Metaphor and other forms of figurative language saturate everyday discourse and thought. Beyond the realms of literature and poetry, metaphor is central to scientific inquiry, medical and psychiatric practice, religious life, and political debate. Among the questions we will consider in this course are: How do metaphors achieve their effects? How do we creatively deploy linguistic, psychological, and sociocultural resources in making and interpreting metaphors? How can metaphors provide us with distinctive insights or ways of understanding? Are there metaphorical truths? Can there be visual or pictorial metaphors? Are there things that can only be said or thought using metaphor?

PHIL 8700: SEMINAR IN ETHICS**MW 2:00-3:15****ANDREW I COHEN**

Moral Progress. Our imperfect world might seem better than it once was. The trans-Atlantic slave trade concluded. Women and LGBTQ+ persons have increasing social, civic, political, and economic opportunities. Fewer people suffer abject poverty. Critics point to persisting prejudice, poverty, climate change, and global inequality. Others query the metaethics underlying claims about moral progress. This seminar explores classic and contemporary accounts of what moral progress is (or might be) and whether suitably specified material progress counts as moral progress. Readings might include some Stoics, Kant, Hegel, Schelling, Charles Mills, Philip Kitcher, David Schmidtz, Michele Moody-Adams, Dale Jamieson, Steven Pinker, Elizabeth Anderson, Allen Buchanan and Russell Powell. Assignments to include presentations, commentaries on classmates' work, and a term paper.

PHIL 8810: SEMINAR IN SOCIAL AND POLITICAL PHILOSOPHY**T 4:30-7:00****S.M. LOVE**

Capitalism and Freedom. Does capitalism make us free? Different accounts of freedom and understandings of capitalism will yield widely varying answers to this question. Through this course, students will develop a familiarity with conceptions of political freedom. In addition, they will understand the shape of the debate between those who argue that freedom requires capitalism on the one hand and those that argue that capitalism violates freedom on the other. Beyond mastering the thought of the authors we study, students will develop their own views on the compatibility of freedom and capitalism.