From the role of reason in human flourishing and civic discourse in the ancient world, to early modern conceptions of logic as "the art of thinking," to Cold War attempts to build machines that might reason more reliably than frail humans, this exploration of reasoning and rationality explores several interlocking themes: the relationship between reason and other facets of the mind, especially emotion; conceptions of reason as an evaluative vs. a calculating faculty; the role of reason in human judgment; the relationship between rationality and rules; the relationship between choosing rationally and choosing ethically; and the fraught history of attempts to formulate universally valid principles of rationality.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST283, SISP283
Prereq: None

PHIL160 Philosophy and the Movies: The Past on Film
This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has the contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: HIST129, FILM360
Prereq: None

PHIL201 Philosophical Classics I: Ancient Western Philosophy
This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: BIOL118, SISP118, FGSS118
Prereq: None

PHIL14 What is Rationality?
What does it mean to be rational? Although this question has traditionally been the province of philosophy, reference to reason and rationality is also pervasive in the modern social and behavioral sciences. Humans are rational creatures—or, if they are not in practice, they should be. This course takes an expansive view of rationality and its history, tracing how the concept has changed over time, and critically examining its significance in the sciences and broader culture today.
ESSAY CONCERNING HUMAN UNDERSTANDING, Berkeley’s TREATISE ON HUMAN KNOWLEDGE, Hume’s ENQUIRY CONCERNING HUMAN UNDERSTANDING, and Kant’s CRITIQUE OF PURE REASON.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: COL360
Prereq: None

PHIL205 Classical Chinese Philosophy

Topics in this critical examination of issues debated by the early Confucian, Daoist, and Mohist philosophers will include the nature of normative authority and value, the importance of ritual, and the relation between personal and social goods.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: REL1228, CEAS261
Prereq: None

PHIL207 Live Like a Philosopher

Philosophy in the ancient world was viewed not simply as a discipline or body of doctrine but as a way of life. In this project-based learning course, we will study and put into practice the theoretical views of four schools of ancient philosophy in the Greek and Roman world: Platonist, Aristotelian, Epicurean, and Stoic. After some preliminary work introducing ourselves to each of these schools, the majority of this course will be divided into four units. In each unit, students will "live like a philosopher" by incorporating the thought of each school into their daily lives. The aims of this course are to test the viability of these philosophical theories, consider how they may be put into practice, and explore how they may illuminate for us what it means to lead a well-lived life.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL211 Critical Philosophy of Race

This course will examine contemporary figures in the emerging field of critical philosophy of race. We will attempt to examine what contributions (if any) the critical philosophy of race has provided not only to philosophy as a discipline, but also to more traditional and established modes of thinking race and racism. We will do so by exploring issues such as the differences between critical philosophy of race and critical race theory, as well as the historical role of race and racism in philosophical thinking, and by attending to the major debates currently held in this emerging tradition.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: AFAM211
Prereq: None

PHIL212 Introduction to Ethics

This course will begin with some ancient questions about values. We find that two ancient approaches to right living (Platonic-Stoic and Aristotelian) differ radically over how much experience or society can teach us about what is good. Yet both insist that moral life is essentially connected to individual happiness.

Turning next to modern ideas of moral action (Kantian and utilitarian), we find that they both emphasize a potential gulf between individual happiness and moral rightness. Yet, like the ancients, they disagree over whether morality’s basic insights derive from experience.

The last third of the course explores more recent preoccupations with ideas about moral difference, moral change, and the relation between morality and power. Especially since Marx and Nietzsche, moral theory faces a sustained challenge from social theorists who allege moral norms and judgments serve hidden ideological purposes. Some have sought to repair universal ethics by giving an account of progress or the overcoming of bias, while others have argued for plural or relative ethics. Ecological critics have challenged moral theorists to overcome their preoccupation with exclusively human interests and ideals. What kinds of moral reflection might be adequate to problems of global interdependence?

Students will come to understand the distinctive insights and arguments behind all of the positions considered, to recognize more and less cogent lines of response to them, and to shape their own patterns of moral reasoning through careful reflection.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: ENVS212
Prereq: None

PHIL213F Introduction to Existentialism (FYS)

This course is an introduction to existentialism. "Existentialism" is both a philosophical tradition and a term that is central to the intellectual history of western thought. The term was explicitly adopted self-descriptively by Jean-Paul Sartre, and was widely disseminated both by his own literary and philosophical contributions and those of his intellectual interlocutors—notably Simone de Beauvoir, Maurice Merleau-Ponty, and Albert Camus. Existentialism became identified with a cultural movement that flourished in Europe in the 1940s and 1950s. In this course, we will begin by exploring the root and intellectual origins of this tradition through the work of philosophers and authors like Friedrich Nietzsche, Fyodor Dostoyevsky, and Soren Kierkegaard. We will spend a considerable time on some of this philosophical tradition's central tenets like "freedom," "the absurd," "existence precedes essence," "facticity," "authenticity," and "despair." Because existentialism also resonated widely with anti-colonial thinkers across the globe, we will end the course by reading important figures in this movement like Frantz Fanon, Richard Wright, and James Baldwin, in order to understand the ways in which existentialism gradually became an intellectual and political tool of contestation against racism and imperialism.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL214 Reasoning About Justice

This course introduces students to the disciplined study of philosophy through reflection on justice and the grounding and authority of claims invoking justice. The central theme of the course is that conceptions of justice and its authority cannot be understood or established in isolation. The meaning and authority of claims about justice and injustice can only be established through inferential relations to other philosophical issues, for example, concerning reason, knowledge, reality, agency, and identity. These issues will be explored through reflective engagement with classic treatments of these issues by Plato, Hobbes, Kant, and more contemporary philosophical work. The contemporary readings include discussions of distributive justice (concerning access to resources and opportunities); the interplay between gender, race, and conceptions of justice; and whether justice and injustice can be assessed comparatively without reference to a comprehensive, ideal social order.

Offering: Host
Grading: OPT
of illusion; at the other extreme, some argue for the permanent integrity of
as essential? Some argue the concept of a unified and enduring self partakes
thought, and material? Can I choose which elements of my existence to count
experiences and thoughts and physical materials compose oneself? Am I the
identity and its relationship to matters of choice and freedom. How do certain
Philosophy (PHIL) 3

PHIL215 Humans, Animals, and Nature
A variety of important issues are central to understanding the complexity of
relationships between humans, nonhumans, and the rest of nature. The goals
of the course are to help students to think critically, to read carefully, to argue
well, and to defend their own reasoned views about the moral relations between
humans, animals, and nature.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: ENV2215
Prereq: None

PHIL216 Women, Animals, and Nature
This course will focus on the gendered aspects of human relations with the rest
of the natural world. We will explore ecofeminist analyses and challenge popular
views about women's special relation to nature. This course will also provide the
analytical tools necessary to understand and analyze the roles that actual women
(modified by race, class, and sexuality) play in reconceptualizing and reshaping
relationships to other animals and the more-than-human world.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ENVS
Identical With: ENVS214, FGSS214
Prereq: None

PHIL217 Bioethics and Social Justice
"Health has replaced salvation," wrote the 19th-century philosopher of medicine
José Miguel Guardia. This course will examine the increasing importance
that health, medicine, biotechnology, and health care systems have taken in
contemporary societies. Dramatic changes in medicine allow us to prolong life
and treat disease in previously unimaginable ways, even as these same changes
open the door to new forms of exploitation, violence, racism, and oppression
in the name of medicine itself. Our goal will be to grasp the ethical and
philosophical significance of these contradictions. We will begin by examining
some of the most prominent medical abuses of the 20th-century, including
the Tuskegee syphilis trials and the lingering effects of eugenics and Social
Darwinism. Then we will consider the mainstream response in U.S. ethics to
these abuses—the creation and institutionalization of the discipline of bioethics—and
the critics of this response. From there, we will reflect on the limits of the
bioethics approach in light of the current global crises of health, life, and
medicine. Readings will include selections from philosophical bioethics (including
continental approaches, such as Canguilhem, Foucault, and Fanon), the history of
medicine, the social sciences, and current journalism.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ENVS
Identical With: ENVS214, FGSS214
Prereq: None

PHIL218 Personal Identity and Choice
This course explores philosophical reflections on the problem of personal
identity and its relationship to matters of choice and freedom. How do certain
experiences and thoughts and physical materials compose oneself? Am I the
same person over time even through complete transformations of experience,
thought, and material? Can I choose which elements of my existence to count
as essential? Some argue the concept of a unified and enduring self partakes
of illusion; at the other extreme, some argue for the permanent integrity of
individual souls. Regarding choice and freedom, we find a related debate,
ranging from those who deny free will altogether to those who define humanity's
essence in terms of choice and agency. Might we coherently say that some
human selves can have more integrity and others less? What gives a measure of
meaningful coherence to a person's life? Similarly, can we distinguish some
choices as more free than others? What makes for meaningful choice? Besides
serving as an introduction to philosophical reasoning, the course will draw
interdisciplinary connections on themes such as social identities, religious
experience, political freedom, and legal responsibility.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Prereq: None

PHIL219 Evil, Responsibility, and Forgiveness
The problem of evil has long occupied an important position in the history
of philosophy. In light, however, of the horrific events of the 20th-century,
philosophers and other writers of the past hundred years have begun to ask
whether it is time to rethink our own understanding of evil. Is it possible to
understand genocide, colonialism, and systematic racism through existing
conceptions of evil, responsibility, and forgiveness, conceptions drawn largely
from religion and the law? What happens to our understanding of evil when,
as Hannah Arendt famously suggested with her notion of the "banality of evil,"
mass murder is detached from wicked intentions and is made routine, mundane,
even cliché? What happens to our understanding of responsibility when, on the
one hand, a whole society, not just an individual, is implicated in a crime—and
when, on the other hand, responsibility cannot be confined to geographical or
national borders? What happens to our understanding of forgiveness when the
very possibility or desirability of such an act becomes eminently questionable? In
this course, we will draw from continental philosophy, critical philosophy of race,
literature, and film. Readings may include selections from Emmanuel Levinas,
Hannah Arendt, Frantz Fanon, Aimé Césaire, Primo Levi, Jacques Derrida, and
Susan Neiman.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL221F Philosophy as a Way of Life (FYS)
For many philosophers, East and West, philosophy has been more than an effort
to answer fundamental questions. It has been an activity aimed at changing
one's orientation to the world and, thus, how one lives one's life. We will explore
Chinese, Greco-Roman, and contemporary versions of the idea that philosophy
should be seen as a way of life. How does philosophical reasoning interact with
lived practice? How do metaphysical views lead to ethical commitments? Despite
their differences, Confucians, Christians, Aristotelians, and Stoics all agreed that
philosophy should aim at making us better people. Can such an idea still get
traction in today's world?
Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL222 Global Philosophy
Philosophy is not now, nor has it ever been, narrowly confined to one culture,
tradition, or civilization. As European and then American power reached
around the world in recent centuries, so too have Euro-American philosophical
traditions acquired a global audience, but other philosophical traditions did not
disappear. These other ways of approaching philosophy have been re-emerging
or reconstituting themselves—sometimes drawing on and sometimes contesting
assumptions from the Euro-American traditions—in what can loosely be called
our post-colonial world. This course asks what "philosophy" means in these different contexts and explores how philosophy was and is done within various traditions. In addition, we probe and assess distinct approaches to making philosophy more global, which at the very least must mean more cognizant of the presence of multiple ways of doing philosophy.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: CEAS252
Prereq: None

PHIL224 A History of Civil Disobedience
This course will explore some classic readings on civil disobedience and nonviolent political resistance in literature, history, and philosophy. We will examine connections between some key moments in the history of intellectual thought in fifth-/fourth-century BCE Athens and the 19th/20th century. The lives of Socrates, Gandhi, and Martin Luther King Jr. will be the focus of our study, though we will also read works of Greek tragedy (Sophocles), comedy (Aristophanes), and history (Thucydides), and various different political tracts on civil disobedience from the modern period, including writings by Percy Shelley, Henry David Thoreau, Leo Tolstoy, Elizabeth Cady Stanton, Doris Stevens, Rabindranath Tagore, George Orwell, and John Rawls. The course will conclude by examining the use and relevance of nonviolent political action in the 21st century.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL109
Prereq: None

PHIL231 Reason and Paradox
This course is an introduction to philosophy, logic, and conceptual issues underlying the foundations of the natural and social sciences. We will examine and analyze a range of patterns of reasoning that lead to surprising, even alarming, conclusions. These go from fallacious arguments whose mistakes can be clearly pinpointed, to conceptual puzzles whose resolution leads to insights about reasoning, to four genuine paradoxes for which there are no clear solutions at all. Most of these paradoxes have been known since antiquity: Zeno's Paradox, about the concepts of space, time, and motion; the Liar Paradox, about the notions of truth and reference; the Sorites Paradox, about the notion of vagueness; and a surprise paradox to be announced in class. The analysis of fallacies and puzzles leads to the study of deductive logic. On the basis of a working knowledge of logic, we will be in a position to see how the paradoxes challenge both the fundamental assumptions that we make in thinking about the world and the very assumptions that underlie rational thought itself.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PHIL
Prereq: None

PHIL232 Beginning Philosophy
This introduction to philosophy for first-year students includes close study and discussion of some major classical texts, as well as some contemporary works.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Prereq: None

PHIL232F Beginning Philosophy (FYS)
This introduction to philosophy for first-year students includes close study and discussion of some major classical texts, as well as some contemporary works.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Prereq: None

PHIL250 History of Political Philosophy
This course is a critical historical introduction to some of the central questions in political philosophy. We will begin by examining various arguments for and against the legitimacy of the state. We will then proceed to examine classic responses to the anarchist challenge. We will read a variety of positions including the liberal positions of Rousseau, Locke, Jefferson, and Mill; the communist position as expressed by Marx and Engels; and contemporary philosophical responses by Nozick, Rawls, and Sandel. Central to all of the views we will study are the concepts of equality, liberty, and justice. We will see that how these concepts are interpreted varies considerably among political philosophers. Although the bulk of the course will be devoted to analyzing classical and contemporary philosophical positions, we will spend time discussing how such positions inform contemporary controversies and current public policy debates.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-PHIL
Prereq: None

PHIL251 Classical Chinese Philosophy: Chinese Lab
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Classical Chinese Philosophy (PHIL205) course. Students must have taken PHIL205 in the past or be enrolled in it simultaneously. The course will have two main foci: introducing students to modern and contemporary Chinese-language debates about Chinese philosophy and exploring in greater depth the meaning of key passages from the classical works students are reading in translation in PHIL205.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Familiarity with classical Chinese is desirable but not required. Assignments will include presentations in Chinese and some written work in English; evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-CEAS
Identical With: CHIN351
Prereq: None

PHIL254 The Rationalist Tradition in Early Modern European Philosophy
This course offers an intermediate-level survey of the Rationalist tradition in Early Modern European Philosophy. Broadly speaking, Rationalism (with a capital ‘R’) is the view that human reason can deliver insight into significant philosophical truths, without relying on sense experience. We will explore varieties of this methodological commitment in connection with several core topics - including the existence of God, the nature of the human mind (or soul), its relation to the body, and the possibility of empirical knowledge. We will read texts by René Descartes, Princess Elisabeth of Bohemia, Margaret Cavendish, Baruch Spinoza, G.W. Leibniz, and Emilie Du Châtelet.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prereq</th>
<th>Gen Ed Area</th>
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<tr>
<td>PHIL255</td>
<td>Moral Psychology: Care of the Soul</td>
<td>None</td>
<td>SBS-PHIL</td>
<td>1.00</td>
<td>Cr/U</td>
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<td>PHIL256</td>
<td>Existentialism</td>
<td>None</td>
<td>SBS-PHIL</td>
<td>1.00</td>
<td>Cr/U</td>
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<td>PHIL258</td>
<td>Post-Kantian European Philosophy</td>
<td>None</td>
<td>SBS-PHIL</td>
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<td>PHIL259</td>
<td>Neo-Confucian Chinese Philosophy</td>
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<td>HA-PHIL</td>
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<td>PHIL260</td>
<td>Modern Chinese Philosophy</td>
<td>PHIL202, PHIL211, PHIL212, PHIL217, PHIL219, OR PHIL278</td>
<td>HA-PHIL</td>
<td>1.00</td>
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<td>PHIL262</td>
<td>Phenomenology, Existentialism, and Poststructuralism</td>
<td>None</td>
<td>HA-PHIL</td>
<td>1.00</td>
<td>OPT</td>
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<tr>
<td>PHIL263</td>
<td>Modern Chinese Philosophy</td>
<td>None</td>
<td>HA-PHIL</td>
<td>1.00</td>
<td>OPT</td>
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<td>PHIL265</td>
<td>Postanalytic Philosophy: Science and Metaphysics</td>
<td>None</td>
<td>HA-PHIL</td>
<td>1.00</td>
<td>OPT</td>
<td>Host</td>
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<tr>
<td>PHIL266</td>
<td>History and Limits of Aesthetic Theory</td>
<td>None</td>
<td>HA-PHIL</td>
<td>1.00</td>
<td>OPT</td>
<td>Host</td>
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</table>
in aesthetics, such as what makes something a work of art in the first place, what
it means for art to be "beautiful" or otherwise "successful," how differences in
media condition and contribute to artistic meaning, what genera are and how
they evolve, whether and how art can be ethically or politically significant, why
we care about fiction, why and how we "enjoy" tragic plays or horror films, and
how artistic tradition can (and should) inform individual works. From a critical
standpoint, we will consider how works of art contemporaneous with each
theoretical account either reinforce or challenge its specific proposals. And from
a historical standpoint, we will seek to understand how aesthetic theories both
respond to the specificities of their own epoch and situate themselves relative to
the artistic and aesthetic traditions of their predecessors. Readings will include
texts by Aristotle, Hume, Kant, Lessing, and Hegel.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: COL266
Prereq: None

PHIL268 The Ethics of Captivity
There are a variety of forms of captivity and a wide array of individuals who
are kept in captivity. In this course, we will explore the conditions of captivity
(including prisons, zoos, laboratories, and sanctuaries) and explore the variety of
ethical and political issues that captivity raises for humans and other animals.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL269 Modern Aesthetic Theory
As a philosophical discipline, aesthetic theory initially coalesced around a cluster
of related issues concerning the nature of beauty and the norms governing
its production, appreciation, and authoritative assessment. Beginning in the
nineteenth century, however, both art and aesthetics undergo a conspicuous
yet enigmatic shift, signaled by (among other things) Hegel's declaration that
"art, in its highest vocation, is and remains for us a thing of the past." Rather
suddenly, classical accounts of beauty, genius, aesthetic experience, and
critical taste are beset by anxieties about the autonomy and significance of
aesthetic praxis in human life and, subsequently, by a series of challenges to the
tenability of traditional aesthetic categories--author, text, tradition, meaning and
interpretation, disinterested pleasure, originality, etc. Our aim in this course is to
track these conceptual shifts and to interrogate the rationale behind them. (This
course complements, but does not presuppose COL 266: History and Limits of
Aesthetic Theory.)
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL269
Prereq: None

PHIL270 Environmental Philosophy
How should we understand our relation to the more-than-human world? What
does it mean to act responsibly within our ecological situation? This course
will cover conceptual questions about nature, ecology, and value, and practical
questions about how to respond to climate change, habitat loss, resource
depletion, and other ecological problems. In particular, we will challenge the
temptation to idealize "pure" nature as distinct from the site of human practices.
As a result, we must consider the complex interrelationships between ecological
concerns and concerns about social justice.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: ENVS270
Prereq: None

PHIL271 Moral Responsibility: Doubt, Debate, and Dialogue
This intermediate philosophy course will investigate conflicting ideas about moral
responsibility and develop skills in understanding and critiquing the arguments
associated with each view.
Key themes include: (1.) For what can we hold people responsible? For their
intentions? For consequences? For their character? For other implications of
their action? (2.) How much do concepts of moral responsibility reflect particular
(and questionable) cultural ideals? (3.) Can we hold someone morally responsible
even when there is a good causal explanation for their conduct?
(4.) What is our aim and purpose in holding ourselves and others responsible,
and how else might such purposes be achieved?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-PHIL
Prereq: [PHIL212 or ENVS212] OR [PHIL215 or ENVS215] OR PHIL217 OR
PHIL218

PHIL272 Human Rights Across Cultures
Are human rights universal? Do cultural differences matter to judgments
about human rights? We will look at the current international human rights
institutional framework and at theoretical perspectives from Europe and
America, China, and the Islamic world. We will look primarily at philosophical
materials but will also pay some attention to the premises of international
legal documents like the Universal Declaration of Human Rights and to the
assumptions behind activist organizations such as Amnesty International.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: CEAS262
Prereq: None

PHIL275 Calderwood Seminar in Public Writing: Writing for Social Justice
One of the greatest strengths of learning philosophy is that it helps you to
become a better thinker and a clearer communicator. Of course, as we get
deeper into philosophical studies, we end up thinking with and communicating
to a smaller group of specialists. Fortunately, there are an increasing number
of philosophers who also use their training in philosophy to write for broader
audiences. In this course, Professor Gruen will share what she has learned about
public writing and help you develop your skills for communicating publicly about
pressing issues of social justice. We will read, discuss, and most importantly write
on topics including those: on race, on animals, on immigration, on prisons, on
climate change, on reproductive justice, and other topics chosen by the class.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL

PHIL276 Virtue Ethics: Traditional, Comparative, and Contemporary
Approaches
This course provides an overview and evaluation of various virtue-based
approaches to ethics in the Western and Eastern traditions. In the first part of
the course, we will get a basic sense for the structure and distinctive features of
ancient virtue-based ethical theories. In the second part of the course, we will
follow the trajectory of these approaches through to their revival in the late 20th
century in the contemporary virtue ethics movement.
Offering: Host
PHIL277 Feminist Philosophy and Moral Theory (FGSS Gateway)
This course explores the dialogue between feminist concerns and moral theory. It will explore not only how moral theory might support certain central feminist insights and aims but also why some feminists cast doubt on the project of "doing moral theory." Does the language of existing philosophical moral theories (reason, fairness, equality, utility, human nature, rights) sufficiently allow articulation of feminist problems? If not, how can feminist moral theorists move us beyond the grip of familiar gender-loaded oppositions? After surveying a range of perspectives on feminism and philosophy, we will give a deep reading to three book-length developments of feminist ethics: one from a Kantian perspective, one focused on care, and one focused on virtue ethics. As a gateway course for the FGSS program, this course serves to introduce critical thinking about the construction of gender and the intersection of gender with race, ethnicity, class, and sexuality.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: FGSS277
Prereq: None

PHIL278 Political Philosophy
Political philosophy addresses fundamental questions about the basis and purpose of human association and community. What is the role of justice in human affairs, and what makes a set of social arrangements just? What is political freedom, and is it compatible with equality? What is the source of our ideas about law and punishment? What are the conditions of the legitimate exercise of power? We will cover three basic units: (I) Ancient, (II) Early Modern, and (III) Revolution and Radicalism. In the first, we will discuss early Greek conceptions of justice and political organization. Next, we will look at the period from roughly 1500-1780, when new ideas about political power, human nature, equality, and natural law emerge. Here we will focus on the work of Machiavelli, Hobbes, Locke, and Rousseau. Finally, in the third unit, we will consider the way in which the three major revolutions at the end of the eighteenth century—in the U.S., France, and Haiti—constitute a horizon for contemporary political thought. These revolutions hold out the promise of an unfinished "social revolution" in class organization (Marx), but also of liberation from racism, patriarchy, and other forms of oppression.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL279 Freedom and Moral Agency
How can we be free? Is freedom merely the absence of constraint, or does it require its own rules and principles? How does individual freedom connect to our ideas of political self-determination and history? This course examines Kant's ethical theory and places it within the broader context of his views on politics, religion, and the philosophy of history.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL282 Reason and Revelation: An Introduction to the Philosophy of Religion
Throughout the medieval period in Europe, philosophy and theology were thought to be compatible, if not completely coextensive. With the dawning of modernity, however, a distinction of mutual suspicion began to emerge between the secular and sacred disciplines. Broadly speaking, "philosophy of religion" is the effort to evaluate the claims of revelation and reason in terms of one another, revealing either consonance or dissonance between the two. We will examine some of the major texts within this field, whose authors include deep skeptics, committed Christians, committed anti-Christians, secular and nonsecular Jews, feminists, ethicists, idealists, empiricists, and Romantics. Themes to be explored include proofs of God's existence—along with refutations of those proofs and rebuttals to those refutations—the problem of evil, religious ethics, religious experience, the possibility of a universal religion, and the relationships between monotheism, race, ecology, and gender.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RELI
Identical With: RELI292
Prereq: None

PHIL283 Animal Law and Policy
This course will provide an interdisciplinary and in-depth survey of the growing and dynamic field of animal law. We will address the historical status of animals in the law, how our society views animals, the capacities of animals, how ethics relates to animal treatment, how animals are currently utilized in society, the current application of animal protection laws (including their limitations and efforts to strengthen them), as well emerging efforts to re-classify some animals within our legal system. We will consider how legal systems, specific cases, legislation, and cultural values have affected and continue to affect the evolution of this field. Because this is a field where new developments occur regularly, we will incorporate developments and new legal issues as they arise.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL284 African American Philosophy
This course will examine the philosophical questions that have been of particular interest to African American philosophers. We will explore the domains of knowledge in which African American philosophers and thinkers have felt compelled to intervene. We will approach these questions by engaging with canonical historical figures such as DuBois, Douglass, and Cooper, and then we will assess the extent to which contemporary African American philosophers have remained (and continue to be) concerned with the same questions, albeit with different discursive methodologies. The purpose of this course is to trace the philosophical articulation of race, racism, identity, politics of freedom, and subject formation in the history of African American philosophical thought.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: AFAM284
Prereq: None

PHIL286 Philosophy of Mind
This class is a philosophical investigation into the nature of the mind. We will explore such questions such: What kinds of beings are capable of having mental states? Can non-human animals or computers think and feel? What is it to be conscious, and can the subjective, first-personal experience of consciousness be adequately captured by a scientific theory? How do our minds represent the world? By what mechanism do our thoughts, feelings, and desires get linked up to the things around us? We will ask these questions with the goal of shedding
light on our nature as thinking, feeling beings, and on the relation of our inner lives to the physical world.

Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: SBS-PHIL  
Identical With: SISP286  
Prereq: None

**PHIL287 Philosophy of Science**

This course is a fast-moving introduction to some central topics in the philosophy of science, aimed at students with some college-level study of at least one natural science. Topics include the norms of scientific understanding or explanation; the relation between finished theories or explanations and ongoing research; the recognition and dissemination of discoveries; the justification of scientific claims; conceptual and technical (revolutionary) change in the science; the significance of instrumentation, experiment, and artifice in science; the places of laws, models, and causal relations in scientific understanding; and whether various sciences differ fundamentally in their aims, methods, and achievements. Considerable attention will be given to examples of scientific practice, both historical and contemporary.

Offering: Crosslisting  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: HA-SISP  
Identical With: SISP202  
Prereq: None

**PHIL288 Sciences as Social and Cultural Practices**

Philosophers long construed scientific knowledge as achieved and assessed by individual knowers, but recent work has recognized a greater epistemic role for scientific communities, disciplines, or practices and has taken seriously the social and cultural context of scientific research. This course surveys some of the social, cultural, and political aspects of the sciences that have been most important for scholars in science studies, including differences between experimental, field, and theoretical science; the role of disciplines and other institutions in the sciences; interactions between science and its various publics; the politics of scientific expertise and science policy; the globalization of science; the social dimensions of scientific normativity, from metrology to conceptions of objectivity; race and gender in science; and conceptual exchanges between sciences and other discursive practices. The concept of the social will also receive critical attention in its purported contrasts to what is individual, natural, rational, or cultural.

Offering: Crosslisting  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: SBS-SISP  
Identical With: ENV520S, SISP205  
Prereq: None

**PHIL289 Philosophy of Language**

This course is a study of recent attempts by philosophers to explain the nature of language and thought. The focus of the course will be on one or more of the following topics: reference, sense, analyticity, necessity, a priori truth.

Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: HA-PHIL  
Prereq: PHIL201 OR PHIL202 OR PHIL231

**PHIL290 Philosophical Logic**

This course will study the philosophical and conceptual foundations of deductive reasoning, developing into an exact theory of the fundamental principles of such reasoning. A subsidiary aim is to equip the student with the necessary background for reading contemporary philosophical texts.

Offering: Host  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: NSM-PHIL  
Prereq: PHIL231 OR PHIL230

**PHIL291 Reason and Its Limits**

This course offers a close study of Immanuel Kant's magnum opus, the Critique of Pure Reason, supplemented by related writings by Kant and some secondary literature. Kant observes that the history of philosophy is rife with disagreements, even though philosophers purport to traffic in necessary truths disclosed by reason alone. This scandalous fractiousness calls into question reason's ability to offer substantive insights into necessary truths. Kant's "critique" aims to vindicate reason by distinguishing, in a principled manner, the sorts of things we can know with certainty from those that lie beyond the limits of human understanding. His central thesis, "transcendental idealism," holds that "reason has insight only into what it produces after its own plan" (Bxiii). In other words, we can indeed be certain of key structural features of reality such as its spatiotemporality and causal interconnectedness—but only because those features are, in some crucial sense, mind-dependent. This class will explore in detail the arguments for these claims as well as prominent interpretations of their philosophical upshot.

Offering: Crosslisting  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: HA-PHIL  
Prereq: [PHIL202 or COL360] OR [PHIL201 or COL359 or CCIV217] OR PHIL231

**PHIL292 Theory of Knowledge**

This course will examines a subset of the following topics: the analysis of the nature of knowledge, skepticism, responses to skepticism, knowledge and truth, knowledge and virtue.

Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: HA-PHIL  
Prereq: [PHIL202 or COL360] OR [PHIL201 or COL359 or CCIV217] OR PHIL231

**PHIL293 Metaphysics**

An advanced introduction to some central topics in traditional and contemporary metaphysics, topics may include time, universals, causation, freedom of will, modality, realism, and idealism.

Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: HA-PHIL  
Prereq: None

**PHIL294 Heidegger and the Being Question**

Martin Heidegger argued in BEING AND TIME that philosophy has only one question at its heart, the question of the sense of being, even though that question has been trivialized or obscured by the philosophical tradition. This course will explore this question; its relation to more traditional topics in metaphysics, epistemology; and the philosophy of mind, language, and science; and its implications for how philosophy should be done, to what ends. Our primary readings will be BEING AND TIME and various secondary literature, but the aim will be to formulate, pose, and address the question of what it means to be, rather than to interpret or assess Heidegger's own views about this question.

Offering: Host  
Grading: OPT  
Credits: 1.00
PHIL309 Seminar in 19th-Century Philosophy

The late 18th to early 19th century was one of the most exciting, revolutionary, and difficult periods in the history of philosophy. Among the prominent philosophers working in the period, Hume, Kant, Goethe, the post-Kantian German idealists, and Hegel have traditionally been grouped together under the label “idealists” in virtue of their rejection of objective, mind-independent sources of ideas, and emphasis on phenomenal experience as a source of knowledge. Rather than gain a superficial overview of the developments in this historical period, we will try to delve deeply into the philosophical conceptions of nature, naturalism, and natural philosophy that originated out of philosophical reflections on the empirical sciences and scientific method of the day. Topics will include Hume’s skeptical doubts about causation and induction as providing a catalyst for Kant’s thesis of subjective idealism in the PROLEGOMENA; Kant on the purposiveness of organic nature; late 18th- to early 19th-century empirical theories of life and nature, beginning with Enlightenment theories of matter, life, and generation in the age of Goethe (1749–1832); and application of Goethe’s empirical and scientific method in his botanical writings and theory of metamorphosis of plants. Goethe’s natural philosophy will provide the key background to examining how German idealists’ romantic conception of life and nature peacefully coexist with materialist proposals. Our investigation of 19th-century natural philosophy will conclude with an examination of the concept of life and nature in Hegel’s natural philosophy.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-PHIL
Prereq: [PHIL202 or COL360] OR [PHIL252 or COL252]

PHIL310 Concepts of Matter: A Brief Philosophical History of the Concept of Matter

In this course, we will explore changing notions of matter in Western thought from classical Greek thought through the quantum revolution in physics, and philosophical debates about their implications. We will begin with views of matter in Plato, Aristotle, and the ancient atomists and how they were interrelated with views of human beings: the devaluation of matter and the body in Platonist and Gnostic thought, the perhaps surprisingly positive attitude taken toward death without a hope of continued existence by the materialist Lucretius, and the appropriation of Aristotle’s hylomorphic philosophy into Christian theology and scholastic science in the late middle ages. We will then look at the emergence of a conception of “material substance” in the 17th century, examining the differences between the mathematical formulations of Galileo and Descartes and those of atomists such as Gassendi. The remainder of the section will focus on the rise of materialism and reactions against it: Descartes and Hobbes on the question of whether human beings are merely machines, the Newton-Leibniz debate about the activity of God in nature, Laplace’s demon and the deterministic interpretation of classical mechanics, and the 19th-century reactions of romanticism and spiritualism. Finally, we will examine the radical and counterintuitive changes in the notion of matter occasioned by quantum mechanics, as well as interpretations that put consciousness and subjectivity back into the collapse of the wave function. We will consider whether contemporary physics really has the kind of notion of “material substance” needed for a traditional form of materialism before concluding with readings from philosophers and physicists in the recent revivals of dualism and panpsychism.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: CHUM313
Prereq: None
PHIL311 Spinoza's ETHICS
This course is devoted to close reading of one of the philosophical masterpieces of the Western tradition. The ETHICS is of genuine contemporary interest, with its metaphysics that combine materialism with theism, its philosophical psychology that anticipates Freud, and its attempt to reconcile human freedom with a belief in scientific explanation. This is a difficult, vast, profound work that requires and will repay close study.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: COL311
Prereq: None

PHIL313 Kantian Epistemology
This seminar provides an intensive look at Immanuel Kant's first Critique, one of the most groundbreaking works in all of modern philosophy. We will alternate between close readings of Kant's arguments in the CRITIQUE OF PURE REASON and broader comparative discussion of contemporary philosophical debates that have been shaped by Kant's theory of knowledge. Themes will include the difference between human and animal perception, conceptual and nonconceptual content, the nature of human discursivity, and the relation between everyday cognition and scientific knowledge.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL321 American Pragmatist Philosophy: Purposes, Meanings, and Truths
This course seeks and evaluates an American tradition of more or less overtly pragmatist thinkers in philosophy and the human sciences, stretching roughly from Emerson and Peirce at the beginning; through William James, George Herbert Mead, and John Dewey in the heyday of the pragmatist public intellectual; to recent and current writers as diverse as Cornell West, Robert Brandom, Richard Rorty, Ian Hacking, and Ruth Millikan. These thinkers offer variations on the premise that all meanings gesture not only backward to facts and things but also forward to the practical circumstances and purposes of interpreters. As purposes shift, so do meanings, and as meanings shift, so does truth—for whether we accept a claim as true depends above all else on its meaning. Pragmatist theories have been subjected to frequent caricature as implying that ideas can mean whatever we take them to mean or that what is true varies according to what each individual finds convenient and expedient to believe. What does it mean, then, to retain a sense of respect for truth? While some pragmatist accounts do explicitly deflate the importance of the concept of truth, others claim not only to respect truth but to offer an account of truth that allows us to inquire more clearly into the evolving but real meaning of moral judgments, religious and aesthetic claims, psychological attributions, and other deeply contested candidates for human belief.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Prereq: None

PHIL338 Comparative Political Philosophy
Undertaking "comparative philosophy" means to do philosophy by drawing on multiple philosophical traditions. In this course, we will study key topics in political philosophy, such as the justification of political authority, the legitimacy of public critique of social rituals, and the scope of liberty and rights—from both modern Western and contemporary East Asian perspectives. We will examine potential obstacles to comparative theorizing, as well as benefits that can arise both for currently dominant traditions (e.g., Western liberalism) and for alternatives to liberalism such as Chinese and Korean Confucianism.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: CEAS338
Prereq: None

PHIL347 Ethics, Ecology, and Moral Change
People commonly recognize that in facing global climate crises, we need to change our habits and practices. Yet our activities are bound up with our perceptions and with our embodied experience of value and possibility. This seminar dives into recent attempts to radically rework our ways of understanding and inhabiting the world. As the flip-side of environmental alienation is alienation from our embodiment, our sessions will incorporate movement and other challenges to sedentary classroom habits.
Given an account of thinking and action as always actively embodied and embedded in our surroundings, we will consider the hypothesis that shifts in action emerge together with shifts in perception. Radical accounts of metaphor and its uptake will help us develop accounts of perceptual change. Our readings will follow a variety of metaphorical directions, including animism and animacies, affordance and hyperobject, process, event and intra-action, native and other, inflammation and balance, dwelling and death, consumption and sustainability. How -- and with what risks and unexpected outcomes -- can these patterns of recognition help in orienting us to the challenges of environmental interdependence and volatility?
This course benefits from collaborative visits with philosopher-dancer Jill Sigman, via Wesleyan's Creative Campus Initiative. Sigman will co-shape discussion and activities during at least two of our sessions.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: ENVS347
Prereq: None

PHIL353 Blackness in the Anthropocene
To deny the “unprecedented” geological impact of humans’ force on nature is now practically untenable. Theorists in the humanities, nonetheless, remain unimpressed with what this “new era” has afforded us in terms of critical potential. From accusations that what we now call the “Anthropocene” has merely established a hegemony of brute facts at the expense of critique, to concerns about the multiple ways in which the term continues to obscure catastrophic socio-ecological relations, it is fair to say that the scenes of the "Anthropocene" are still contested terrains. The aim of this course is to...
investigate the Anthropocene’s many forms of socio-political erasures and theoretical "blind-sights." We will examine the ways in which Anthropocene discourses have been powerful at disavowing racial antagonism in our current ecological crisis. More specifically, in this course, we will study the ecological negative effects on black communities around the globe with the aim to questions the shortcomings of ethics in Anthropocene times. We will explore questions like "who are 'recognizable/legitimate' victims in environmental disasters," "do events like hurricane Katrina or the migration crisis teach us anything about our human condition," and "what is the 'post' in post-humanism." We will read philosophical works ranging from Immanuel Kant and Baruch Spinoza to Rosi Braidotti and Karen Barad.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL355 Necropolitics and Black "Fugitive" Politics
In his important essay interrogating the (im)possibility of black sociality, Fred Moten attempts to find an order of black social life which would unfold in the very confrontation between black (social) death and the law. However, as he argues, this form of black life would be "reducible neither to simple interdiction nor bare transgression." The form of black life that interests Moten is essentially one of "fugitivity." In a recent response to Moten's text, David Marriott worries that "by writing blackness as ceaseless fugitivity," Moten advances "a position in which blackness is only black when it exceeds its racial disavowal" and therefore blackness "can only be recognized as black in so far as it escapes the racism of its history." In this course, we will trace and follow the implications of Moten's intervention. More specifically, we will explore what forms and figures of sovereignty an aesthetics and politics of fugitive subjectivity could yield given that "black life" remains arguably the most precarious form of living under various contemporary "necropolitical" apparatuses of sanctioned racial exclusion, control, persecution and--in worse cases--genocide. Key figures will include Frantz Fanon, Achille Mbembe, Jacques Derrida, Michel Foucault, Jared Sexton, David Marriott, Fred Moten, Christina Sharpe, Saidiya Hartman, Alexander G. Weheliye, Elizabeth Povinelli, and Gayatri Spivak.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: CHUM323
Prereq: None

PHIL356 Continental Philosophy's Others
This seminar will attend to some of the ways in which philosophers of race, Subaltern thinkers, and "postcolonial" philosophers have engaged with the European philosophical archive (more specifically in this case, deconstruction and contemporary French theory). The aim of this course is to focus on some aspects of the debates that emerged from the confrontation between voices intervening from the "margins" of mainstream continental thought and discourses traditionally perceived to be at the center of knowledge production and/or epistemological practices. We will attempt to assess when, where, and how these "philosophies from the borderlands" have had important bearings on contemporary debates in political philosophy and social theory. We will assess both individuals and collective forms of criticism, not only on geographic
PHIL362 Origins of the Human Mind
Since classical antiquity, philosophers have often characterized human beings by way of contrasts between ourselves and nonhuman animals, particularly in terms of mental abilities humans possess and nonhuman animals (putatively) lack, such as reasoning and language. Only recently, however, have the sciences—particularly evolutionary biology, cognitive psychology, anthropology, and cognitive ethology—begun to offer the tools needed to characterize differences in the cognitive toolkits of different species and to attempt to piece together hypotheses about how human minds differ so greatly from those of our nearest relatives, the great apes, in spite of our genetic similarity and the comparatively brief period since the time of our last common ancestors. In this course, we will read several recent works by philosophers and scientists presenting theories of the evolution of distinctively human cognition.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL366 Bodies, Machines, and Meaning: Cultural Studies of the Sciences
Cultural studies of the sciences shift the focus of interdisciplinary science studies from understanding the sciences as producing and justifying knowledge to understanding them as meaning-making and world-transforming practices. Cultural studies attend to scientific meaning-making at multiple levels, and to the interactions among them: concrete material relations among bodies, technologies, and their settings or situations; verbal, visual, corporeal, mathematical, and other expressive performances; and social, cultural, or political institutions, practices, boundaries, and movements across and within them. Cultural studies of science also emphasize political engagement with scientific practices and their broader cultural entanglements. This course explores what it means to do cultural studies of science, with a focus on three interrelated themes: alternative conceptions of what it means to make claims and reason about what happens in “nature”; case studies in how scientific meaning and understanding are embodied and prosthetically extended technologically; and some specific conceptual and material relations among scientific understandings of life, bodies, sex, reproduction, and being human.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: SISP366
Prereq: None

PHIL375 Paternalism: Its Problems and Promise
Although many ethical and political traditions—including Confucianism—embrace the idea that benevolent concern can render legitimate at least some efforts to shape the character or behavior of others, perhaps even when the “shaping” is done by the state, liberalism has long rejected such “paternalism.” In this seminar, we will examine arguments for and against various forms of paternalism, including issues such as state regulations, “libertarian paternalism,” efforts to insist on civility in public discourse, and moral education. Most of the readings will be drawn from current Western philosophy, but lying in the background are Confucian interests in potentially paternalistic values such as filial piety, deference, and ritual propriety, as well as arguments from Confucians (and others) against the idea that we are, most fundamentally, atomistic individuals with complete sovereignty over our choices. Students with interests in such issues will be able to explore them in their research projects.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Prereq: None

PHIL381 Topics in Philosophy of Mind
This advanced seminar explores the philosophical significance of recent developments in evolutionary, developmental, and genomic biology for philosophical and scientific conceptions of mind and language. After initial treatment of preparatory topics such as naturalism and reductionism, the course takes up four primary themes: organism/environment entanglement; relations between genetics, epigenetics, and genomics; developmentalist challenges to orthodox neo-Darwinist conceptions of evolution; and evolutionary approaches to understanding mind and language, especially those that emphasize niche construction and the co-evolution of language and homo sapiens.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Prereq: None

PHIL383 Mind, Body, and World
Social-pragmatist conceptions of language and mind have sought to accommodate the normativity of meaning and justification within a broadly scientific, naturalistic understanding of ourselves and the world by treating mental life as grounded in public practices and norms of communication in partially shared causal circumstances. Such accounts have sometimes been criticized for neglecting the experiential, affective, and first-personal aspects of mind and, at other times, for disconnecting linguistic communication from accountability to the world. This advanced seminar critically assesses some influential recent efforts to account for objective accountability, perceptual experience, first-person perspectives, and affectivity as constructive components of broadly social-pragmatist approaches to mindedness. With a brief introduction to Quine’s and Davidson’s criticisms of semantic empiricism as background, we will examine John McDowell’s attempt to develop a post-Davidsonian empiricism, Hubert Dreyfus’s phenomenological dualism of bodily coping and linguistic articulation, Alva Noe’s treatment of perception as bodily activity, John Haugeland on embodied “existential commitment,” and Rebecca Kukla and Mark Lance on the pragmatic normativity of the space of reasons.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-PHIL

PHIL385 Understanding Life and Mind
This advanced seminar explores the philosophical significance of recent developments in evolutionary, developmental, and genomic biology for philosophical and scientific conceptions of mind and language. After initial treatment of preparatory topics such as naturalism and reductionism, the course takes up four primary themes: organism/environment entanglement; relations between genetics, epigenetics, and genomics; developmentalist challenges to orthodox neo-Darwinist conceptions of evolution; and evolutionary approaches to understanding mind and language, especially those that emphasize niche construction and the co-evolution of language and homo sapiens.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-SISP
Identical With: SISP385
Prereq: None

PHIL388 Topics in Philosophy of Language
Advanced topics in philosophy of language. Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Prereq: PHIL293 OR [PHIL202 or COL360]

PHIL390 Topics in Metaphysics
This course explores recent discussions in metaphysics. Topics change from year to year. The topic of Spring 2018 is the metaphysics and philosophy of logic of the classical American pragmatists: Peirce, James, Royce, and Lewis.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-PHIL
Prereq: [PHIL231 AND [PHIL201 or COL359 or CCIV217]] OR [PHIL231 AND [PHIL202 or COL360]] OR [PHIL231 AND PHIL292]

PHIL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PHIL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PHIL403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

PHIL404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PHIL407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

PHIL408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

PHIL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PHIL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PHIL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PHIL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PHIL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

PHIL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

PHIL420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Crosslisting
Grading: Cr/U

PHIL465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

PHIL470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: None
Prereq: None

PHIL491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT

PHIL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT