PHILOSOPHY (Div II)
Chair: Professor Joseph Cruz

- Melissa J. Barry, Professor of Philosophy; on leave Fall 2022
- Joseph L. Cruz, Chair and Professor of Philosophy
- Christian De Leon, Visiting Assistant Professor of Philosophy
- Steven B. Gerrard, Mark Hopkins Professor of Philosophy
- Keith E. McPartland, Associate Professor of Philosophy
- Bojana Mladenovic, Professor of Philosophy and Director of the Williams-Exeter Programme at Oxford University; affiliated with: Williams-Exeter Prg at Oxford
- Julie Pedroni, Lecturer in Philosophy; affiliated with: Ctr-Environmental Studies
- Shivani Radhakrishnan, Gaius Charles Bolin Fellow in the Department of Philosophy
- Jana Sawicki, Morris Professor of Rhetoric; on leave Fall 2022
- Justin B. Shaddock, Associate Professor of Philosophy

To engage in philosophy is to ask a variety of questions about the world and our place in it—questions that we confront in our everyday lives or that underlie our ordinary practices. What is a good, meaningful, or happy human life (ethics and politics)? What do we owe non-human species and future generations (applied ethics/practical philosophy)? Does god exist? (metaphysics)? What can we know, and what makes a belief or statement true (epistemology)? Are there objective standards for judging works of art? Thus, philosophers also address questions relevant to many disciplines.

The program in philosophy is designed to aid students in thinking about such questions, by acquainting them with influential work in the field, past and present, and by giving them tools to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Most of our courses are offered as small seminars or tutorials in which students have multiple opportunities to develop skills in reasoning and writing interpretive and critical essays.

MAJOR

The Philosophy major consists of nine semester courses: three required courses and six electives. The required courses are: any 100-level philosophy course, Philosophy 201 (History of Ancient Greek Philosophy) or Philosophy 202 (History of Modern Philosophy), and Philosophy 401 (Senior Seminar). The six electives are structured by a distribution requirement. Students must take at least one course in each of three areas: Contemporary Metaphysics and Epistemology [M&E], Contemporary Value Theory [V], and History [H]. These requirements apply to majors in the Class of 2018 and after.

Courses taught in other departments at Williams or at other institutions will not count toward the distribution requirement (Williams-Exeter tutorials may count, however, with the approval of the Department Chair). Up to two cross-listed courses taught in other departments may count as electives toward the major. No more than one 100-level course may count toward the major (and one 100-level course is required for the major—no exceptions).

We recommend the following trajectory through the major:

- By the end of the first year, take a 100-level philosophy course (this is typically the first step in the major) and one other philosophy course.
- By the end of the second year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least one other philosophy course. (If you will be away for the whole of your junior year, you should complete at least five courses by the end of the second year, preferably six.)
- By the end of the junior year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least four other philosophy courses.
- Other recommendations: take at least one tutorial; distribute your six electives evenly across the three distribution baskets; take a logic course; and take both PHIL 201 and PHIL 202.

The Degree with Honors in Philosophy

The degree with honors in Philosophy is awarded to students who have demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. This additional required work can take the form either of a senior essay written over one semester plus winter study (maximum 40 pages) or a year-long thesis (maximum 75 pages). Students planning to pursue a degree with honors must first write a brief proposal after having consulted with an advisor, then submit the proposal to the Department in mid-March (before spring break) of the junior year. To be eligible for honors candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. A
recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student’s written work as well as their performance in a defense that will be organized by their advisor in consultation with the Chair.

STUDY AWAY

The Williams-Exeter Programme at Oxford (WEPO): the first full Oxford philosophy tutorial will count as the equivalent of two full-semester philosophy courses at Williams; the second full Oxford philosophy tutorial will count as the equivalent of one full-semester philosophy course at Williams, for a total of three Williams philosophy courses. Courses must be pre-approved by the Chair of the Philosophy Department, who will also determine which, if any, courses will count toward the philosophy major distribution requirements.

Courses taken in other Study Away programs: Students may petition the Philosophy Department for credit for philosophy courses taken at their Study Away institution. They should consult with the department Chair before they commit to a program. Final determinations will be made on the basis of the course syllabus and the quality of the student’s written work for the course. Typically, courses taken while studying away will not fulfill distribution requirements for the philosophy major at Williams.

PHILOSOPHY RELATED COURSES

The following courses offered in other departments, while not cross-listed with Philosophy, may be of interest to philosophy students:

HIST 331 SEM European Intellectual History from Aquinas to Kant
  Taught by: Alexander Bevilacqua
  Catalog details
PSCI 203(F, S) SEM Introduction to Political Theory
  Taught by: Nimu Njoya, Mark Reinhardt
  Catalog details
PSCI 235 / ENVI 235 SEM Survival and Resistance: Environmental Political Theory
  Taught by: TBA
  Catalog details
PSCI 273 / ENVI 273 / STS 273 SEM Politics without Humans?
  Taught by: Laura Ephraim
  Catalog details
PSCI 312 / LEAD 312 TUT American Political Thought
  Taught by: Justin Crowe
  Catalog details
PSCI 334 SEM Theorizing Global Justice
  Taught by: Nimu Njoya
  Catalog details
PSCI 339 / JWST 339 TUT Politics in Dark Times: Hannah Arendt
  Taught by: Laura Ephraim
  Catalog details
REL 238 SEM Islam and Reason
  Taught by: Zaid Adhami
  Catalog details
REL 250 / ASIA 250 LEC Scholars, Saints and Immortals: Virtue Ethics in East Asia
  Taught by: Jason Josephson Storm
  Catalog details
REL 255 / ANTH 255 / ASIA 255(F) LEC Buddhism: Ideas and Practices
  Taught by: Georges Dreyfus
  Catalog details
REL 308 / PSCI 306 / SOC 308 / STS 308(S) SEM What is Power?
  Taught by: Jason Josephson Storm
  Catalog details

PHIL 100 (W) Philosophy of Sex (WS)

What is sex? Are the current biological explanations of human sexuality sufficient to explain the meaning that sex has in our lives? Is human sexuality subject to ethical evaluations? Should it be regulated by social customs and sanctions, by law, or should sexual choices and practices be left to individuals? In thinking about these broad questions, we will also consider some more specific ones: What is sexual orientation, and does it constitute a person’s sexual identity? Are there pathological sexual desires and practices, and if so, how should we distinguish them from normal and healthy sexuality? Is anything wrong with adultery, promiscuity, polyamory, pornography, or with exchanging sex for money? What counts as consensual sex, and are all consensual sexual relationships ethically acceptable? The course will place special emphasis on developing the following skills: close, analytical reading; recognizing, reconstructing and evaluating claims, and reasons that support them; producing original ideas and arguments; participating in vigorous discussions in a respectful and reasonable manner; speaking and listening skills; and writing clear, polished, well-argued
Class Format: The course will meet approximately 20 hours per week, Monday through Thursday, between 11am and 4pm; there will be an hour long lunch break. The course will consist of short lectures, substantive class discussions, one-on-one writing workshops, and tutorial-style meetings. There will be daily reading and writing assignments.

Requirements/Evaluation: Class preparedness and participation in discussions; frequent short writing assignments; a longer (4-5 pages) tutorial-style paper, developed through several revisions; a response to the tutorial partner's paper.

Prerequisites: Permission of a Dean.

Enrollment Limit: 18

Enrollment Preferences: Students who need to make up a deficiency. To be determined in consultation with the Dean's office.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Unit Notes: This course is designed to count for both full semester, Winter Study, and Writing Skills credit. Once a dean approves enrollment, the Registrar's Office will register students in both PHIL 100 and PHIL 42.

Distributions: (D2) (WS)

Writing Skills Notes: Lectures and discussions about writing skills, from sentence-level to the overall structure of the paper and arguments that support its central claim. There will be detailed comments on student's short written assignments, some of which will be revised and resubmitted. The final tutorial-style paper will be revised several times. The course will include writing workshops for one or two students at a time.

PHIL 104  (S)  Philosophy and Tragedy

Tragedy and philosophy were two of the finest achievements of classical Athenian civilization, and each attempts to reveal to the reader something fundamental about our shared human condition. The worldview that underlies classical tragedy, however, seems markedly different from the one that we find in classical philosophy. While Plato and Aristotle differ on many points, they share the belief that the cosmos and the human place within it can be understood by rational means. Furthermore, they share the conviction that the most important components of a successful life are within the control of the individual human being. The picture that we find in the works of the tragedians, Aeschylus, Sophocles and Euripides is markedly different. The tragedians emphasize the ways in which the cosmos and our role in it resists any attempt to be understood, and emphasize the ways in which the success or failure of our lives often turns on things completely beyond our control. The view of the tragedians can lead to a thoroughgoing nihilism according to which --the best thing of all [for a human being] is never to have born—but the next best thing is to die soon (Aristotle's Eudemus as quoted in Nietzsche's Birth of Tragedy; see also Sophocles' Oedipus at Colonus). Despite these rather grim pronouncements, tragic drama has continued to fascinate and educate generations. Furthermore, philosophers have continued to revisit the existential questions vividly raised by Greek tragedy. In this course, we will examine a number of Greek tragedies and philosophical writing on tragedy and the tragic. We will read the Oresteia and Prometheus Bound by Aeschylus, Sophocles' Theban Cycle, and the Hippolytus, Bacchae and Philoctetes by Euripides. As we read through these plays, we will also examine a number of philosophical works about tragedy. We will begin with Aristotle's Poetics and will continue with Hume's Of Tragedy, Hegel's various writings on tragedy, and Nietzsche's The Birth of Tragedy. If possible, we will arrange to see a live performance of a Greek tragedy.

Requirements/Evaluation: five papers, five responses and a final paper in multiple drafts; each week one student will write a paper responding to the week's readings and the other student will write a response to that paper

Prerequisites: none; this tutorial is an appropriate first course in PHIL

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

PHIL 109  (F)  Skepticism and Relativism  (WS)

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that
knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work.

Prerequisites: none; this tutorial is an appropriate first course in PHIL.

Enrollment Limit: 8

Enrollment Preferences: This tutorial was specifically designed for first-year students, and they will be given preference. Do not write to the instructor indicating a special interest, this will make no difference. If oversubscribed, students will be selected randomly.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial essay every other week and will receive written feedback on composition and structure. Essays later in the semester will reflect the writing lessons of earlier in the semester.

Fall 2022

TUT Section: T1 TBA Joseph L. Cruz

PHIL 114 (F) Freedom and Society (WS)

Freedom is widely held as one of our fundamental values. But how often do we ask: What is freedom? and Why do we value it? In the first unit of this course, we will consider the relationship between freedom and social order. Do our society's laws limit our freedom in order to make us safe? Or do our laws somehow enhance or enable our freedom? We will read Thomas Hobbes, John Locke, and Jean-Jacques Rousseau in seeking answers to these questions. We will then turn to some specific social forms in the second unit, and ask whether they promote or preclude our freedom. We will read Adam Smith and Karl Marx on capitalism, Simone de Beauvoir on gender, and Charles Mills on race.

Requirements/Evaluation: short weekly essays; longer midterm and final papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will complete weekly 2-page essays, and receive regular feedback on their ability to formulate a thesis and adduce an argument in defending their thesis. In addition, students will write two 6-page essays -- each of which will build on their previous short essays -- as their midterm and final projects.

Attributes: JLST Interdepartmental Electives

Not offered current academic year
PHIL 115 (S) Personal Identity (WS)

Through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy, e.g. metaphysics, epistemology, moral and political philosophy, philosophy of mind. Conceptions of person are equally important in science (especially in psychology), law, and the arts. Questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? Our starting and central question will be: What makes me the particular person that I am, and how is my identity as this individual person preserved over time? The course will place special emphasis on developing students' intellectual skills in close, analytical reading; reconstructing and evaluating claims and reasons that support them; producing original ideas and arguments, orally and in writing; responding to the claims and arguments presented in texts and in class; and writing clear, polished, well-argued papers.

Requirements/Evaluation: Class attendance, preparedness and participation; additional small group weekly meetings; 12 short writing assignments. No final paper and no exam.

Prerequisites: none; open to first year students

Enrollment Limit: 12

Enrollment Preferences: freshmen, sophomores, and philosophy majors who need a 100 level course to satisfy requirement for the major

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write weekly short assignments (at most 1000 words long), six of which will be letter-graded (but only five best assignments will count for the final grade). All assignments will receive detailed comments on substance as well as on writing skills and strategies.

PHIL 116 (S) Perception and Reality (WS)

This course is an introduction to philosophy through three major themes: The nature of the universe, the existence of gods, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western tradition.

Requirements/Evaluation: active participation; four (5-6 page) essays

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Strong preference given to first-years and sophomores; there is no need to email the professor in advance to indicate a special interest in the course.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will craft 4 six page essays, and each will receive extensive comments on structure and composition with an eye toward developing skills in philosophical writing.

PHIL 117 (F)(S) Arguing about God (WS)

"Faith is a fine invention," according to Emily Dickinson's poem, "when gentlemen can see; but microscopes are prudent in an emergency." This
introduction to philosophy will see how far the microscopes of reason and logic can carry us in traditional arguments about the existence and nature of God. We will closely analyze classical arguments by Augustine, Avicenna, Aquinas, Anselm, Maimonides, Descartes, and others. Pascal's wager is a different approach: it argues that even though proof of the existence of God is unavailable, you will maximize your expected utility by believing. We will examine the wager in its original home of Pascal's Pensees, and look at William James' related article, "The Will to Believe." The millennia old problem of whether human suffering is compatible with God's perfection is called "the problem of evil." We will examine this issue in Hume's Dialogues Concerning Natural Religion, classic sources and contemporary articles. Students should be aware that, in the classic tradition, this class resembles a logic course.

Class Format: seminar
Requirements/Evaluation: 5 short papers
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years and sophomores
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Unit Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WS)
Writing Skills Notes: Five 4 or 5 page papers, evenly spaced throughout the semester. Students will receive timely comments on their writing skills, with suggestions for improvement.

Fall 2022
SEM Section: 01 TR 9:55 am - 11:10 am Steven B. Gerrard

Spring 2023
SEM Section: 01 TR 9:55 am - 11:10 am Steven B. Gerrard

PHIL 118  (F)(S) Meaning, Communication and Society  (DPE) (WS)
The primary way we interact with others is through the use of language. We use language to communicate meanings in order to accomplish a variety of goals: to convey information, make requests, establish rules, utilize power, issue protests, and much more. We coordinate our lives through sounds from mouths, signs from hands, and squiggles on paper because somehow sounds, signs, and squiggles have meanings. This course is an investigation into how language is used to express meaning, and how such expression can have real interpersonal and societal impact. Using resources from philosophy and linguistics, we will study various ways in which literal and non-literal uses of language influence our social lives. Of particular interest will be how language can be used to establish, reinforce, and resist power relationships involving race and gender.
Requirements/Evaluation: Weekly short papers (500-1000 words), take-home midterm paper (5-6 pages), take-home final paper (7-8) pages, with comments on writing given on short papers and midterm
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Preference given to first year students and philosophy majors.
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)
Writing Skills Notes: There will be short writing assignments that will receive comments on content, writing style, and argument structure every week except when midterm/final papers are due. The midterm/final papers will incorporate revisions from previous short papers.
Difference, Power, and Equity Notes: This course has a focus on the role of language in relationships involving power, oppression, and group inclusion between individuals belonging to various socio-political identities.
Attributes: Linguistics

Fall 2022
SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon
PHIL 119 (S) Justice, Democracy and Freedom (WS)

How can we live well with others? What social and political arrangements are most conducive to fostering human well-being and the common good? Is democratic rule always best? What confers legitimacy on the power and authority of governments? How do various political philosophers understand and define political equality, freedom and justice? What is the difference between political justice, and social justice? We turn first to two of Plato's most famous dialogues, The Apology and The Republic. The remainder of the course is devoted to political writings by other figures in the Western philosophical tradition (e.g., Aristotle, Hobbes, Locke, Rousseau, Marx and J.S. Mill). While discussing these historical texts, we continually reflect on their relevance for thinking about the problems facing liberal democracies today, particularly the U.S.

Class Format: Class participation will consist of various individual and group exercises designed to give students hands on experiences thinking on their feet, collaborating with others, etc.

Requirements/Evaluation: Seven short responses, 300-500 words each (first two are pass/fail), in which students will be asked to engage a particular part of the assigned text (e.g., explaining what a passage means, drawing connections between different parts of the text, identifying an argument, responding to an argument, etc); two 6-page papers based on professors prompts; and class participation.

Prerequisites: None. Open to any student interested in the sources of our current understandings of justice, freedom and the strengths and weaknesses of democratic governance structures.

Enrollment Limit: 19

Enrollment Preferences: In the case of over enrollment preference will be given to majors, first years and sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Professor will provide detailed comments on short and long writing responses and provide occasional peer review opportunities, handouts and discussions of frequent types of errors, different possible approaches to writing and drafting, and the importance of editing and seeking the assistance of writing tutors. Students will be encouraged, but are not required, to make appointments to discuss ideas and drafts.

Attributes: JLST Interdepartmental Electives LEAD Ethical Issues of Leadership
Distributions: (D2) (WS)

Writing Skills Notes: Students will write three tutorial papers of 5-7 pages in length, one of which they will revise and resubmit, as well as two 2-3 page papers. In each, students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: JLST Interdepartmental Electives

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PHIL 123  (F) Objectivity in Ethics  (WS)
Is morality simply a matter of opinion? In this course we'll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche’s wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.

Requirements/Evaluation: participation in discussion; short response papers; four 5-page papers, evenly spaced throughout the semester

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Four 5-page papers, evenly spaced throughout the semester. Students will receive timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

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PHIL 125  (F) Introduction to the Philosophy of Law  (WS)
This tutorial, designed especially for first year students, is a philosophy course, not a prelaw course. We will examine basic questions in the philosophy of law: What is the relationship between law and morality? Why should one obey the law (if one should)? When, if ever, is paternalistic interference by the state into the lives of its citizens justified? We will look at civil disobedience and theories of legal interpretation. We will pay special attention to the first amendment and questions concerning free speech and hate speech. We will read classic works (such as John Stuart Mill, On Liberty and H. L. A. Hart, The Concept of Law), contemporary articles, and United States Supreme Court cases.

Class Format: meeting with the instructor in pairs for an hour each week

Requirements/Evaluation: a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks, and revise and re-write

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks, and revise and re-write one of their papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

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PHIL 126  (F) Paradoxes  (WS)
There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there is a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand--I don't know what she wants with all this sand, but I'm starting to worry about that girl--there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong? What we have here is an example of the sorites paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise-exam paradox, paradoxes of material constitution, Newcomb's Problem, and the Prisoner's Dilemma.

Requirements/Evaluation: (i) short response papers; (ii) midterm paper (~5-6 pages) (iii) Final term-paper (~10 pages) in multiple drafts; (iv) Active and informed participation in class discussions.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: First and second year students. Prospective philosophy majors.

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Unit Notes: Meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a number of short papers. Both the content and the writing will be evaluated. These papers will focus on clear and precise presentation and evaluation of arguments. There will be a midterm paper revising an earlier short paper. There will be a final term-paper written in multiple drafts.

Fall 2022

SEM Section: 01    MR 1:10 pm - 2:25 pm    Keith E. McPartland

PHIL 127 (S) Meaning and Value (WS)

What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? Can luck spoil an otherwise meaningful life? Can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings.

Class Format: This tutorial will meet on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Four or five tutorial papers (5-6 pages in length), five or six critiques (2-3 pages in length), and one rewrite.

Prerequisites: None. This tutorial is an appropriate first course in PHIL.

Enrollment Limit: 15

Enrollment Preferences: First-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Unit Notes: This course meets the 100-level PHIL major requirement.

Distributions: (D2) (WS)

Writing Skills Notes: Students will meet in pairs or trios for this tutorial. Each student will write a lead tutorial paper (5-6 pages in length) or a peer critique (2-3 pages) in alternating weeks. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Spring 2023
PHIL 128 (S) Utopias and Dystopias (WS)
The touchstone of our course will be Plato's Republic: the first and perhaps greatest utopia as well as perhaps the greatest work in political philosophy. We will prepare for the Republic by reading two Socratic dialogues: the Euthyphro and the Meno. After several weeks on the Republic we will turn to Shakespeare's last play: The Tempest. From there it is a natural transition to Aldous Huxley's Brave New World.

Requirements/Evaluation: several short papers totaling at least twenty pages
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: first-years and sophomores
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Unit Notes: meets 100-level PHIL major requirement
Distributions: (D2) (WS)
Writing Skills Notes: Five 4 or 5 page papers, evenly spaced throughout the semester. Students will receive timely comments on their writing skills, with suggestions for improvement.
Not offered current academic year

PHIL 201 (F) History of Ancient Greek Philosophy
Cross-listings: CLAS 203 PHIL 201
Primary Cross-listing
Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that the earth is at the center of the cosmos. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. Finally, we will examine some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.
Requirements/Evaluation: There will be a midterm and final exam. There will also be short writing assignments.
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Philosophy and Classics Majors.
Expected Class Size: 15-20
Grading: no pass/fail option, yes fifth course option
Unit Notes: Philosophy majors must take either PHIL 201 or PHIL 202 (and are encouraged to take both)
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 203 (D1) PHIL 201 (D2)

PHIL 202 (S) History of Modern European Philosophy
This course is a survey of 17th- and 18th-century European philosophy, with a focus on metaphysics and epistemology. Topics will include: What can we know through our senses? Can we know anything through reason alone? What is the mind? What is the body? What is the relationship between the mind and the body? What are space and time? Are we rationally justified in drawing causal inferences? Are we justified in believing in God? Authors will include: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

Requirements/Evaluation: Students will write 4-5 essays, of 5-6 pages each

Prerequisites: It is recommended that students have taken a 100-level Philosophy course, though not strictly required.

Enrollment Limit: 20

Enrollment Preferences: Enrollment preference will be given to majors, prospective majors, students who have taken a 100-level PHIL course, and first-years and sophomores.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: Philosophy majors must take either PHIL 201 or PHIL 202 (and can take both)

Distributions: (D2)

Spring 2023

LEC Section: 01    MW 11:00 am - 12:15 pm    Justin B. Shaddock

PHIL 203  (F) Logic and Language  (QFR)

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Class Format: discussion

Requirements/Evaluation: a midterm, a final, frequent homework and problem sets

Prerequisites: none

Enrollment Limit: 40/sect

Enrollment Preferences: Philosophy majors, seniors, juniors, sophomores, first-years in that order.

Expected Class Size: 40/sect

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)  (QFR)

Quantative/Formal Reasoning Notes: The main part of the course is learning two formal languages of logic: sentential logic predicate logic

Attributes: Linguistics  PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 207  (S) Contemporary Philosophy of Mind

The philosophy of mind has been one of the most active areas of philosophical inquiry over the last century, and it has taken a place at the center of the field. Whether the mind can be fully understood within a scientific framework has taken on an exciting urgency. In this course we will investigate the broad topics of consciousness and thought by surveying the many approaches to mind that yield the contemporary debates.

Requirements/Evaluation: weekly two page papers on focused topics and two 8- to 10-page papers

Prerequisites: at least one prior 100- or 200-level PHIL course

Enrollment Limit: 19

Enrollment Preferences: prospective Philosophy majors and Cognitive Science concentrators

Expected Class Size: 14

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)
PHIL 209  (S)  Philosophy of Science
Cross-listings: STS 209  PHIL 209

Primary Cross-listing
It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive in a cumulative way. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science and argues that induction is the main scientific method. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and about proper approaches to the study of science, which came to be known as “the science wars.”

Class Format: short lecture component in each class
Requirements/Evaluation: class attendance, preparedness and participation; two short assignments; three five pages long papers, the last of which will be the final paper, due a week after the end of classes
Prerequisites: one PHIL course, or two STS courses, or declared major in a natural science, or permission of the instructor
Enrollment Limit: 19
Enrollment Preferences: Philosophy majors and prospective majors, then Div III majors.
Expected Class Size: 10-15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 209 (D2) PHIL 209 (D2)
Attributes: COGS Related Courses  PHIL Contemp Metaphysics + Epistemology Courses

PHIL 211  (S)  Ethics of Public Health  (WS)

From questions about contact tracing apps to racial and age disparities in health risk and outcomes, the COVID-19 pandemic has foregrounded the importance of ethics as a key concern in public health policies and activities. Moreover, the ethical issues that are implicated in responses to the pandemic reflect the range of those manifested across the field of public health as a whole. In this course, we will survey the ethics of public health through the lens of the COVID-19 pandemic, investigating concepts and arguments that are central to the ethics of public health research and practice. For example, we will examine the ethics of disease surveillance, treatment and vaccine research, resource allocation and rationing, compulsion and voluntariness in public health measures, and social determinants of health outcomes, among other topics. To do this, we will need to become familiar with key ethical theories; think deeply about such concepts as privacy, paternalism and autonomy, exploitation, cost-benefit analysis and justice; and compare the function of these concepts in the context of the COVID-19 pandemic with the way they work in responses to other public health concerns.

Requirements/Evaluation: Biweekly 5-7 page papers, oral commentaries, and tutorial discussions.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: declared and prospective Philosophy majors and Public Health concentrators, students with a specific curricular need for the course, and students with a high level of interest who are unlikely to have an opportunity to take the course in a future term
PHIL 213  (F)  Biomedical Ethics  (WS)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and “letting die,” and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Requirements/Evaluation:  bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites:  none

Enrollment Limit:  10

Enrollment Preferences:  PHIL majors, PHLH concentrators, those who have a curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (WS)

Writing Skills Notes:  Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes:  PHIL Contemporary Value Theory Courses  PHLH Bioethics + Interpretations of Health
will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will aim to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentence, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

**Class Format:** This course is wholly remote and can only be taken synchronously (i.e., students will be expected to attend seminar on zoom during the scheduled time and no recording will be made).

**Requirements/Evaluation:** four 3-to-4 page papers and one 8-to-10 page final paper. In addition, students are required to attend remotely at least four talks in the speaker series associated with the course. These will be during the Friday course time slot. (When there is no speaker, there will not be class during that slot, so class itself will be solely on Mondays and Wednesdays.)

**Prerequisites:** none, though at least one course in philosophy is recommended.

**Enrollment Limit:** 16

**Enrollment Preferences:** students with at least one previous philosophy or cognitive science course; there is no need to email the professor in advance to indicate special interest in the course.

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 216 (D2) PHIL 216 (D2)

**Attributes:** COGS Interdepartmental Electives ENVI Humanities, Arts + Social Science Electives PHIL Contemp Metaphysics + Epistemology Courses

**Not offered current academic year**

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PHIL 221  (F)  Introduction to Formal Linguistics  (QFR)

**Cross-listings:** COGS 224  PHIL 221

**Secondary Cross-listing**

The sentence "Every cookie is chocolate chip and three of them are oatmeal raisin" is a perfectly grammatical sentence of English, but it's self-contradictory. What does it take to realize this fact? One must grasp the meanings of the various parts of the sentence. In particular, one must grasp that "three of them" picks out a subset of the group picked out by "every cookie", and that there's no such thing as a cookie that is both chocolate chip and oatmeal raisin. There two ways to understand "Many students took every class". According to one, there is a single group of students that had their hands extremely full this semester. According to the other, every class was well-populated, potentially by different groups. The reason for this is that there are two underlying structures that the original sentence can realize. This course serves as an introduction to formal methods in the scientific study of language. Our goal will be to characterize phenomena like those above with logical and mathematical precision. The focus will be on model-theoretic semantics, the sub-field of linguistics that studies meanings. Along the way we will discuss principles of syntax, the sub-field that studies sentence structures, and pragmatics, the sub-field that studies inferences of non-literal content. This is a formal course, but no prior logical or mathematical background will be expected. Starting from scratch, students will learn the building blocks of current-day linguistic research. This introduction will be of use to students interested in language from a variety of perspectives, including philosophy, cognitive science, and computer science.

**Requirements/Evaluation:** Weekly problem sets, plus a final project (paper/presentation/other type, to be discussed with instructor)

**Prerequisites:** No prerequisites

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 224 (D2) PHIL 221 (D2)
Quantitative/Formal Reasoning Notes: This course teaches the fundamentals of the formal analysis of language. Students will learn to provide translation schemes from English to a logical language (typed lambda calculus).

Attributes: COGS Interdepartmental Electives  COGS Related Courses  Linguistics  PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022

SEM Section: 01  TF 1:10 pm - 2:25 pm  Christian De Leon

PHIL 222 (F)(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222  PHIL 222  COGS 222

Secondary Cross-listing This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Requirements/Evaluation: midterm and final exams, and weekly exercises

Prerequisites: PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended.

Enrollment Limit: 20

Enrollment Preferences: sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites. There is no need to contact the instructor to indicate special interest in the course.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 222 (D3) PHIL 222 (D2) COGS 222 (D2)

Attributes: Linguistics  PHIL Contemp Metaphysics + Epistemology Courses  PSYC 200-level Courses

Fall 2022

LEC Section: 01  TR 11:20 am - 12:35 pm  Joseph L. Cruz

Spring 2023

LEC Section: 01  Cancelled

PHIL 224 (S) Marx, Nietzsche and Freud (WS)

Each of the controversial and provocative figures whom we will read in this course have exerted a tremendous influence in our understandings of what it means to be a modern subject. Each questioned the emancipatory effect of reason and freedom as well as idealist accounts of moral progress in human history. Each identified the limits, whether historical or innate, of our human capacity to know ourselves and our world, and to live harmoniously with others. All three have had a profound influence on literature, social theory, and critical theories of the 20th and 21st centuries. In this tutorial, we will focus on questions concerning their distinctive methods, namely, historical materialism, genealogical critique, and psychoanalysis. We examine key concepts such as: capitalism, alienation, false consciousness, the death of God, nihilism, the unconscious, ego, id, superego, and the death drive.

Class Format: We may devote one week of the semester to roundtable discussions.

Requirements/Evaluation: Bi-weekly papers, 2-3 page commentaries, and tutorial discussions.

Prerequisites: One of the following: 100-level Philosophy course or permission of instructor. Exposure to history of modern European philosophy and/or intellectual history will be very helpful.

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors or prospective majors and students with background and interest in modern philosophy and critical
Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students write five or six 5-7 page tutorial papers. They each receive regular written and oral feedback to improve their ability to present clear and effective written arguments and interpretations.

Attributes: PHIL History Courses

Not offered current academic year

PHIL 225 (S) Existentialism

We will study the philosophical and literary works of Soren Kierkegaard, Friedrich Nietzsche, Jean-Paul Sartre, Simone de Beauvoir, and other Existentialist thinkers of the students' choosing. One of our guiding questions will be: What makes a thinker an "Existentialist"? The answer is not merely that they ask the question, "What gives meaning to a human life?" And, it's not merely that their answer invokes our freedom to determine our own identities. More than this, Existentialists emphasize the subjective relation we bear to our belief systems, moral codes, and personal identities. Existentialists investigate deeply irrational phenomena of human life, including anxiety, boredom, tragedy, despair, death, faith, sexuality, love, hate, sadism, masochism, and authenticity. And, Existentialists express their thought in philosophical treatises as often as in literary works. In this course we will seek to comprehend the dimensions in which Existentialism is a distinctive intellectual tradition.

Class Format: Students will meet in pairs or trios with the instructor for 60 minutes each week.

Requirements/Evaluation: Students will take turns as the lead writer one week, and the respondent the next. The week's lead writer will write a 5- to 6-page essay on the assigned reading, due 36 hours before the meeting. The week's respondent will write a 2-page essay on the leader's essay due at the time of the meeting. At the meetings, both students will present their essays and hold a discussion. Students will be evaluated cumulatively on their essays and contributions to discussion.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference to Philosophy majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 228 (F) Feminist Bioethics (WS)

Cross-listings: PHIL 228 STS 228 WGSS 228

Primary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19
Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 228 (D2) STS 228 (D2) WGSS 228 (D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

PHIL 231 (F) Ancient Political Thought

Cross-listings: PHIL 231 PSCI 231

Secondary Cross-listing

The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites—and consequences—of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts’ ability to illuminate the dilemmas of political life for us.

Class Format: discussion

Requirements/Evaluation: three 7- to 8-page papers

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science majors

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 231 (D2) PSCI 231 (D2)

Attributes: PSCI Political Theory Courses

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Nimu Njoya

PHIL 232 (F) Modern Political Thought

Cross-listings: PHIL 232 PSCI 232

Secondary Cross-listing

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us
ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: Class meetings will be conducted remotely using zoom.

Requirements/Evaluation: three papers of 4-6 pages; class participation; brief informal writing tasks inside and outside of class meetings

Prerequisites: none; open to all

Enrollment Limit: 12

Enrollment Preferences: Political Theory concentrators, then Political Science majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 232 (D2) PSCI 232 (D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

PHIL 235 (S) Morality and Partiality: Loyalty, Friendship, Patriotism (WS)

The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious, political and ethnic communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people--such as friendships, familial ties, love, patriotism--seem to be ethically desirable, central to the quality of our lives, and yet prima facie in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression?

Class Format: tutorial pairs will meet with the instructor for one hour a week, and on their own for another hour.

Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: none; open to first year students

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will get regular and detailed feedback on their writing skills, from word choice and sentence structure to overall structure of the paper.

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year

PHIL 236 (F) Contemporary Ethical Theory (WS)

This course will examine central questions in normative ethics, including the following: Which features of actions are morally important and why (e.g., their motive, their intrinsic nature, or their consequences)? Which characteristics of persons give them moral status? How should moral equality be understood, and what is its foundation? When should we give morality priority over personal commitments and relationships, and why? What makes an individual's life go well? Are we capable of disinterested altruism, or are we motivated solely by self-interest? By which methods should we pursue these questions? We will examine these and related issues by looking in depth at contemporary defenses of consequentialist, deontological, and
contractualist theories.

**Class Format:** This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed upon by the instructor and participants.

**Requirements/Evaluation:** Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length).

**Prerequisites:** at least one PHIL course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Current and prospective philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, spaced evenly throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

**Attributes:** PHIL Contemporary Value Theory Courses

Not offered current academic year

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**PHIL 239 (S) The Ethics of Artificial Intelligence**

**Cross-listings:** STS 239 PHIL 239

**Primary Cross-listing**

We will someday live alongside artificially intelligent beings who equal or exceed us. Commentators ranging from technology magnates to physics geniuses-not to mention decades of apocalyptic science fiction-have urged that that future is nothing short of an existential threat to human beings. Whether this is hyperbole or wise prognostication, it cannot be denied that the rise of AI will be a tectonic shift for culture, technology, and our fundamental sense of ourselves. When AI is fully realized, it is likely to be amongst the most important things to happen to our species. Some challenges we face are broad and about the future, though perhaps not the far future. How can we ensure that AI's will act morally? Is a world with AI's overall better or worse for us? How do we create legal and policy frameworks that cover a new kind of thinking being? If they are conscious, will AI's have dignity and rights? Other questions are pressing and immediate: Artificial intelligence techniques are used today to help decide whether someone gets a bank loan, is eligible to be released on bail, or in need of particular medical treatment. And right now there are autonomous vehicles deciding how to behave in traffic, and autonomous weapons capable of delivering lethal force. Is it moral for us to pass along these sorts of decisions to AI's? What if they are biased, unbeknownst to us? What if they are more fair? In this course we will engage ethical questions surrounding the seeming inevitability of AI.

**Class Format:** mixture of lectures and discussion

**Requirements/Evaluation:** four short (3- to 4-page) writing assignments and a final essay (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** CSCI or PHIL majors or STS or COGS concentrators

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 239 (D2) PHIL 239 (D2)

**Attributes:** PHIL Contemporary Value Theory Courses

Not offered current academic year

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**PHIL 240 (F) Philosophy of Education**

**Cross-listings:** PHIL 240 INTR 240

**Primary Cross-listing**

Why are you here? What do you expect to learn? How do you expect to learn? The College Mission Statement says that "Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character." How have you
already been taught the academic and civic virtues? Where have you been taught them? In school? On the sports field? At home? How did you
develop your character? This first-year seminar will examine the philosophy of education through educational autobiographies: works that tell the story
of a moral and intellectual education. Each book was chosen by and will be introduced by a professor from a different department, and then Professor
of Philosophy Steve Gerrard will continue the discussion.

Requirements/Evaluation: several short papers

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: only first-year students

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 240 (D2) INTR 240 (D2)

Not offered current academic year

PHIL 241  (S)  Contemporary Metaphysics

Our focus in this class is going to be on the nature of causation. We make causal judgments constantly in our everyday lives and in scientific contexts.
It turns out, however, to be surprisingly difficult to say what causation is. We will begin the course by looking at Hume's and Kant's discussion of
causation. We will then turn to a variety of more recent attempts to give a clear characterization of causation. In addition to examining general
accounts of causation, we will examine particular problems that come up in thinking about mental causation and causation in indeterministic contexts.

Requirements/Evaluation: one 10 page midterm paper and one 15 page final paper which will involve draft and revision, possible short response
papers, and active participation in seminar

Prerequisites: one PHIL course; familiarity with formal logic helpful but not required; or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Philosophy Majors

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

PHIL 243  (F)  The Philosophy of Higher Education: College Controversies  (WS)

What are the purposes of higher education? What are the purposes of liberal arts colleges in America? What should be the goals of Williams College?
We will begin examining these questions by studying the history of controversies in American higher education, concentrating especially on debates
about the curriculum. We will then turn to contemporary controversies such as campus free speech. Assigned works will include Booker T.
Michael S. Roth, Beyond the University: Why Liberal Education Matters, Allan Bloom, The Closing of the American Mind, Martha Nussbaum,
Cultivating Humanity, William Deresiewicz, Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life, Greg Lukianoff
and Jonathan Haidt, The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure, and Anthony T.
Kronman, The Assault on American Excellence.

Class Format: This course is a tutorial. Students will meet in pairs with the instructor one hour per week. The default assumption is that this course
will meet on-line. If the weather permits we could sometimes meet outside. If there is a reasonably sized well ventilated classroom we could
occasionally meet there.

Requirements/Evaluation: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in
PHIL 244 (S) Environmental Ethics (WS)
Cross-listings: ENVI 244 PHIL 244

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Requirements/Evaluation: five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion
Prerequisites: ENVI 101 or one course in PHIL
Enrollment Limit: 10
Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Unit Notes: meets Value Theory requirement only if registration is under PHIL
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 244 (D2) PHIL 244 (D2)
Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.
Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2023
TUT Section: T1 TBA Julie A. Pedroni

PHIL 245 (S) Mind and Persons in Indian Thought
Cross-listings: ASIA 244 PHIL 245 REL 244

Secondary Cross-listing
In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged philosophers in both traditions.

Class Format: discussion

Requirements/Evaluation: full attendance and participation, three short essays (6 pages each)

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: selection based on the basis of relevant background

Expected Class Size: 18

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 244 (D2) PHIL 245 (D2) REL 244 (D2)

Attributes: GBST South + Southeast Asia Studies Electives

Spring 2023

LEC Section: 01  M 7:00 pm - 9:40 pm  Georges B. Dreyfus

PHIL 250  (S) Philosophy of Economics  (WS)

The status of economics as a predictive science has been most prominently brought into question, historically, by three unpredicted yet extremely important economic events: the Great Depression of the 1930s, stagflation of the 1970s, and bursting of the mortgage bubble in 2008. The issue of prediction was also raised by economist Donald McCloskey who, in 1988, asked his fellow economists, "If you're so smart, why ain't you rich?" Some critics find predictive failures of economists unsurprising, given the frequent reliance of the latter on assumptions known to be false (e.g., that economic agents are always selfish, have perfect information, and never make mistakes) and on models that unavoidably ignore potentially relevant factors. Perhaps, then, economics is not primarily a predictive science, but instead a descriptive, historical, and/or mathematical one. In this course, relying on works by economists and philosophers, we examine the status of economics as an academic discipline, focusing on its assumptions, methods, and results.

Requirements/Evaluation: six 6- to 8-page essays, six 2- to 3-page response papers, participation in discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and potential majors, then Economics majors and potential majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Six 6- to 8-page essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year

PHIL 251  (S) Offensive Art

Twenty-four centuries ago Plato argued for censorship of art. In the last century New York City mayor Rudy Giuliani attempted to shut down the Brooklyn Museum "Sensations" exhibit because he claimed it offended Christians, and the Cincinnati Contemporary Arts Center was prosecuted for exhibiting allegedly obscene photographs by Robert Mapplethorpe. Just today (15 February 2022) The New York Times removed some solutions from
their recently purchased game Wordle, saying that words such as "pussy", "slave", and "wench" are "offensive or insensitive". At Williams College a mural was removed from The Log and Herman Rosse's painting "Carnival of Life" was removed from the '62 Center. What should be done about offensive art? What is offensive art? Does it matter who is offended? Does offensive art harm? Is there a difference between being offended and being harmed? Is there a difference between cultural appropriation and cultural appreciation? What are the responsibilities of museum curators and theater producers when presenting art that might offend? Who gets to decide the answer to these questions; indeed, who gets to decide what questions to ask? We will attempt answers by studying classical works (such as Plato's Republic and John Stuart Mill's On Liberty), contemporary articles, and works of art in various media. 

Trigger Warning: all the works of art studied in this class will be chosen partly because they have offended a significant number of people. You are very likely to be offended by some of the art we discuss. This will be the only trigger warning for the class; if you don't want to be offended then this course is not for you.

Requirements/Evaluation: several short responses (including op-eds on current controversies) and longer final projects (a 12- to 15-page paper or equivalent work in other media)

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: seniors, juniors, then sophomores in that order

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: potential additional material costs up to $50 if individual students opt for final projects in other media

Distributions: (D2)

Attributes: PHIL Contemporary Value Theory Courses

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Steven B. Gerrard

PHIL 272 (S) Free Will and Responsibility (WS)

Cross-listings: PHIL 272 JLST 272

Primary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year
PHIL 281  (S)  Philosophy of Religion  (WS)

Cross-listings: PHIL 281 REL 302

Primary Cross-listing

Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations. Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we'll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, and several contemporary philosophers.

Class Format: students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing

Requirements/Evaluation: five 5-page papers and five 2-page papers

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 281 (D2) REL 302 (D2)

Writing Skills Notes: Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL History Courses

Not offered current academic year

PHIL 288  (F)  Embodiment and Consciousness: A Cross-Cultural Exploration

Cross-listings: REL 288 PHIL 288

Secondary Cross-listing

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

Prerequisites: any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

Enrollment Limit: 18

Enrollment Preferences: Religion and Philosophy majors

Expected Class Size: 18
**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** there is no need to email the professor in advance to indicate interest in the course

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 288 (D2) PHIL 288 (D2)

**Attributes:** COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022
SEM Section: 01 W 1:10 pm - 3:50 pm Georges B. Dreyfus, Joseph L. Cruz

**PHIL 306 (S) The Good Life in Greek and Roman Ethics**

**Cross-listings:** CLAS 306 PHIL 306

**Primary Cross-listing**

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato’s early dialogues and his *Republic*. We will then turn to Aristotle’s *Nicomachean Ethics*. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero’s *On the Ends of Good and Evil*. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.

**Requirements/Evaluation:** several short response pieces; a final paper of 10-15 pages; active participation in seminar discussion

**Prerequisites:** Phil 201 will be helpful but is not necessary.

**Enrollment Limit:** 15

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 306 (D1) PHIL 306 (D2)

**Attributes:** PHIL History Courses

Spring 2023
SEM Section: 01 MWF 11:00 am - 12:15 pm Keith E. McPartland

**PHIL 307 (F) Augustine’s Confessions**

**Cross-listings:** CLAS 307 PHIL 307 REL 303

**Primary Cross-listing**

No thinker has done more to shape the Western intellectual tradition than Augustine (354-430 CE), and no book displays Augustine’s dynamic vision of reality more compellingly than the *Confessions*. Its probing and intimate reflections on the meaning of human life, the nature of God and mind, time and eternity, will and world, good and evil, love and sexuality have challenged every generation since Augustine’s own. The seminar will be structured around a close, critically engaged reading of the *Confessions* (in English translation) and will give attention to its historical context and significance as well as to its philosophical and theological ideas. (There will be optional, supplementary opportunity to engage with the Latin text for interested students with some facility with Latin.)

**Class Format:** The course will be taught in a hybrid (partly in-person, partly remote) or wholly remote format—a final decision about format will be made in early September, prior to the first class. Class meetings (in whatever format) will consist primarily in student presentations and open, directed
PHIL 307  (F)  Wittgenstein's Later Philosophy  (WS)

Ludwig Wittgenstein (1889-1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published Philosophical Investigations, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough reading of Wittgenstein's later philosophy. In the first part of the course, we will read Wittgenstein's Philosophical Investigations, one of the greatest books ever written. In the second part of the course, we will read On Certainty, and selections from other of Wittgenstein's posthumously published works: Zettel, Philosophical Grammar, Remarks on the Philosophy of Psychology, Culture and Value, Lectures and Conversations on Aesthetics, Psychology and Religious Belief, and The Big Typescript. Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism; and especially, the methods and nature of philosophy.

Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

Prerequisites: two Philosophy courses

Enrollment Limit: 10

Enrollment Preferences: preference will be given to students who already took a course on Wittgenstein, for example, PHIL 309

Expected Class Size: 10

Grading: no pass/fail option,  no fifth course option

Distributions: (D2)  (WS)

Writing Skills Notes: Students will write two short (about 800 words) seminar papers; five 5-7 pages long papers; five 2-3 pages long comments on their tutorial partner's papers; and a final paper (also 5-7 pages long) which will be a revision of one of the previously written papers. Students will get regular feedback from their tutorial partner and from the instructor on the substance of their work as well as on their oral and writing skills, with suggestions for improvement.

Attributes: Linguistics  PHIL History Courses

Not offered current academic year

PHIL 312  (S)  Philosophical Implications of Modern Physics  (QFR)

Cross-listings: STS 312  PHYS 312  PHIL 312

Secondary Cross-listing
Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

**Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

**Prerequisites:** MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors and Physics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 312 (D2) PHYS 312 (D3) PHIL 312 (D2)

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

**PHIL 315 (S) Kant’s Critique of Pure Reason**

Kant’s *Critique of Pure Reason* is perhaps the most significant text in the history of philosophy. It puts an end to the Early Modern traditions of Rationalism and Empiricism, and it stands at the beginning of both the Analytic and Continental traditions in contemporary philosophy. Love it or hate it, you cannot ignore it. In this course, we will study the most important and influential chapters of the *Critique* with the help of some secondary literature.

**Requirements/Evaluation:** Student will be required to write three 8-10 page papers.

**Prerequisites:** PHIL 202

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PHIL History Courses

Spring 2023

**SEM Section:** 01 MR 1:10 pm - 2:25 pm Justin B. Shaddock

**PHIL 319 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy** (DPE)

**Cross-listings:** AFR 327 PHIL 319

**Primary Cross-listing**

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

**Requirements/Evaluation:** Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

**Prerequisites:** One prior 100 level philosophy course or permission of instructor.

**Enrollment Limit:** 15
Enrollment Preferences: Preference given to philosophy majors and Africana studies concentrators.

Expected Class Size: 10-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 327 (D2) PHIL 319 (D2)

Difference, Power, and Equity Notes: Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

Attributes: PHIL History Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Shivani Radhakrishnan

PHIL 320 (F) Topics in Critical Theory: Subjection, Power, Freedom (DPE) (WS)

Any critical theory presupposes an account how both individual and social subjects come into being. Some critical theorists within the Frankfurt School tradition draw from upon ideas about the constitution of the subject developed in the early 19th century German philosophy of Hegel. According to Hegel, subjects are both historically and socially constituted; they are formed through their relations with other subjects. Hence, being with others, being dependent on others, is regarded as a key structuring feature of human existence. By the early 20th century, in the works of Freud, we encounter the idea of the intra-psychic features of subjects and the importance of understanding and regulating psychic forces both within and between subjects in order to adapt to the demands of living at any given time, born as we are both dependent upon and vulnerable to others. This raises the question whether a more complete account of the emergence of subjects must address both psychic, historical and social dimensions of subjectivity, the ways in which they are intertwined, and their importance for not only psychological well-being, but also relatively well-regulated socio-political relations. In this course we take up questions such as the following: What sorts of subjects do we find in modern Western societies? What are the forces, and the dynamics between forces (i.e., economic, technological, modes of communication, techniques of social control, biological, psychological) that make certain types of subjects possible influencing both their self-understandings and their forms of life? What role do emotional, irrational or unconscious forces play? To what extent do these myriad force relations limit, enable, or deform our participation as political citizens, and our capacity to transform and improve them? In our attempts to make headway in answering such daunting questions, we investigate recent debates in critical theory concerning subjection and resistance, intersubjective recognition and redistribution, social pathologies and the idea of a political unconscious. Readings will be drawn from recent work in the Frankfurt School and poststructuralist traditions of critical theory as well as anti-racist, anti-colonial, feminist and queer theories that draw upon them.

Class Format: We will schedule at least one seminar meeting during the semester. I will consult with students about the best time for this meeting.

Requirements/Evaluation: Evaluation will be based on written work (five 6-7 page papers, and five 2-3 page commentaries on your partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Demonstrated background in history of modern philosophy (PHIL 202), modern political theory, or critical and social theories.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to philosophy majors and prospective majors and students with demonstrated interest and background in critical or social theories.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Students will write five of 5-7 pages in length, one of which they will revise and submit at the end of the term. We will also meet in seminar once or twice during the semester. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own positions. Students will receive written and oral feedback on both the content and form of their papers and contributions in meetings.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. In addition, the course will contain readings that address race, class, gender and the legacy of colonialism.

Attributes: PHIL Contemporary Value Theory Courses
PHIL 321 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)

Cross-listings: PHIL 321 WGSS 322

Primary Cross-listing

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today?

Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

Class Format: students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

Prerequisites: PHIL 202, Kant course, modern political theory, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

Expected Class Size: 10

Grading: no pass/fail option. no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 321 (D2) WGSS 322 (D2)

Writing Skills Notes: The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

Difference, Power, and Equity Notes: In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

Attributes: PHIL History Courses WGSS Theory Courses

Spring 2023

TUT Section: T1 TBA Jana Sawicki

PHIL 326 (S) Foucault Now (DPE) (WS)

Cross-listings: WGSS 336 PHIL 326

Primary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrenbusch's Terrorism: A Genealogy, Cressida Heyes' Anaethetics, Ladelle McWhorter's Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zurn and Andrew Dills.
Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner’s papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Attributes: PHIL History Courses

Not offered current academic year

PHIL 328 (S) Kant's Ethics

Although Kant initially planned for his magnum opus to comprise theoretical and practical chapters, his metaphysics and epistemology take up all of his Critique of Pure Reason while his ethics is spread out over a series of works—Groundwork of the Metaphysics of Morals, Critique of Practical Reason, Religion within the Boundaries of Mere Reason, and The Metaphysics of Morals. These latter writings of Kant's had a tremendous influence on the development of subsequent moral philosophy and indeed set the stage for contemporary discussions of the nature of practical reason, motivation, freedom, and morality. Our seminar will have two aims: (1) to reconstruct the single most compelling moral theory from Kant's various ethical writings, and (2) to trace the influence of Kant's ethics in contemporary philosophy.

Requirements/Evaluation: weekly seminar discussion questions; 8-10-page midterm paper; 12-14-page final paper

Prerequisites: two courses in PHIL (including a 100-level PHIL course; PHIL 201 or 202 recommended); or permission from the instructors

Enrollment Limit: 20

Enrollment Preferences: Philosophy majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Not offered current academic year

PHIL 329 (F) Four Challenging Moral Philosophers (DPE) (WS)

Elizabeth Anscombe, Philippa Foot, Amelie Rorty, and Cora Diamond all challenged the prevailing philosophical tenets of their times. Anscombe and Foot resurrected virtue ethics for Anglo-American philosophy and made moral psychology academically respectable. (Foot also invented the infamous trolley car thought experiment.) Rorty challenged the very concept of morality and questioned all moral theory. Diamond investigated the methodology of moral philosophy, paying special attention to the role of literature. In order to hit the ground running, students will be expected to read The Women Are Up to Something: How Elizabeth Anscombe, Philippa Foot, Mary Midgley, and Iris Murdoch Revolutionized Ethics by Benjamin J. B. Lipscomb before the first meeting, preferably over the summer.

Requirements/Evaluation: Tutorial papers and rewrites
**Prerequisites:** At least three PHIL courses, including at least one in moral philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors, seniors, juniors in that order

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will meet with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers

**Difference, Power, and Equity Notes:** Our four challenging moral philosophers are all women in a field dominated by men. They all challenged the prevailing philosophical tenets of their times.

**Attributes:** PHIL Contemporary Value Theory Courses

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**PHIL 330 (S) Plato (WS)**

**Cross-listings:** PHIL 330 CLAS 330

**Primary Cross-listing**

Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so-called "middle dialogues" (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Philebus, Sophist and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.

**Class Format:** lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion

**Requirements/Evaluation:** students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15- to 20-page term paper in multiple drafts

**Prerequisites:** PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary

**Enrollment Limit:** 15

**Enrollment Preferences:** upper-level Philosophy and Classics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 330 (D2) CLAS 330 (D1)

**Writing Skills Notes:** Instructor will provide regular commentary on papers.

**Attributes:** PHIL History Courses

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**PHIL 332 (S) Aristotle's Metaphysics**

**Cross-listings:** CLAS 332 PHIL 332
Primary Cross-listing

In this course we will study Aristotle's *Metaphysics* concentrating of books gamma-theta. Aristotle sets out to study being qua being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's *Metaphysics*.

Requirements/Evaluation: discussion leadership, weekly short papers, term paper

Prerequisites: PHIL 201, CLAS 203

Enrollment Limit: 12

Enrollment Preferences: Philosophy and Classics majors

Expected Class Size: 8-10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

CLAS 332 (D1) PHIL 332 (D2)

Attributes: PHIL History Courses

Not offered current academic year

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PHIL 335  (S)  Contemporary Metaethics

We speak as if moral judgments can be true or false, warranted or unwarranted. But how should objectivity in this domain be understood? Is moral objectivity like scientific objectivity, assuming we have a clear sense of what that involves? If not, should that concern us? What are some other models for understanding moral objectivity? While answers to such questions are implicit in historically important accounts of morality, these issues became the topic of explicit, sustained debate in the twentieth and twenty-first century. Our focus will be on recent influential work in this area. We will examine several different approaches in depth, including realism, constructivism, expressivism, and skepticism.

Class Format: seminar

Requirements/Evaluation: weekly seminar discussion questions; 8-10-page midterm paper; 12-14-page final paper

Prerequisites: two courses in PHIL (including a 100-level PHIL course; PHIL 201 or 202 recommended); or permission from the instructor

Enrollment Limit: 15

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10-12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PHIL Contemporary Value Theory Courses

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PHIL 336  (F)  Political Liberalism and its Critics  (WS)

Political liberalism has been both celebrated and lamented. The philosopher John Rawls is widely credited with reviving liberalism in the late 20th century and providing its most persuasive defense. In this tutorial, we'll read portions of Rawls' major works, *A Theory of Justice* and *Political Liberalism*, and trace how his theory evolved in response to an array of critics, including libertarians, perfectionists, communitarians, feminist philosophers, and critical race theorists. Among other things, these critics challenged Rawls' interpretation and defense of the social contract framework, the ideals of freedom and equality, the content of principles of justice, political neutrality about the good, the nature of the self, the division between public and private spheres, and the distinction between ideal and non-ideal theory. We'll examine these criticisms in depth. If time permits, we'll also look briefly at some recent post-Rawlsian debates about the nature of distributive justice (e.g., luck vs. relational egalitarianism, or global justice).
Class Format: This tutorial will meet on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length)

Prerequisites: Two PHIL courses (including a PHIL 100-level course), or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Current and prospective philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Not offered current academic year

PHIL 337 (F) Justice in Health Care (WS)

Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice specifically within the health care context. While social justice and distributive justice are deeply intertwined in the health care context and we will discuss both, we will focus primarily on the concept of distributive justice. This theoretically oriented work will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform; justice in health care rationing and access to health care, with particular attention to the intersections of rationing criteria with gender, sexuality, race, disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in low resource settings.

Requirements/Evaluation: biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those with curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment, and those who are unlikely to have an opportunity to take the course in a later term

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

PHIL 338 (S) Intermediate Logic (QFR)

Cross-listings: PHIL 338 MATH 338

Primary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have take PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness,
compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

Requirements/Evaluation: problem sets and exams
Prerequisites: some class in which student has studied formal reasoning
Enrollment Limit: 20
Enrollment Preferences: Philosophy majors; juniors and seniors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (QFR)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 338 (D2) MATH 338 (D3)

Quantitative/Formal Reasoning Notes: This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.
Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023
SEM Section: 01 Cancelled

PHIL 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)
Cross-listings: AFR 340 INTR 341 PSCI 373 PHIL 341
Secondary Cross-listing
The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (Black Marxism); Walter Rodney (How Capitalism Underdeveloped Africa), Eric Williams (Capitalism and Slavery; From Columbus to Castro); Frantz Fanon (The Wretched of the Earth); Malcolm X (Malcolm X Speaks); Amilcar Cabral (Resistance and Decolonization; Unity and Struggle); C. L. R. James (The Black Jacobins).
Requirements/Evaluation: Attend all classes. Papers are due 24 hours before the start of class. Participate in class discussions.
Prerequisites: None
Enrollment Limit: 19
Enrollment Preferences: Juniors and Seniors.
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

Writing Skills Notes: Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

Difference, Power, and Equity Notes: This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.
Not offered current academic year

PHIL 343 (S) What Philosophy Is: It's Methods, Aims and Values (WS)
Put simply, metaphilosophy is reflection on the nature of philosophy: Can it be defined? How is it different from science? What are its distinct
methods? Does philosophy yield knowledge? What role does the history of philosophy play in the discipline? Why read the history of philosophy?

Unsurprisingly, philosophers have proffered a variety of answers to these questions, prompting one philosopher to remark, half-jokingly, that "there are as many definitions of philosophy as there are philosophers." Thus, Plato described the philosopher as "the one who beholds all Time and all Being." Wilfrid Sellars regarded as uncontroversial the view that it is "an attempt to see how things, in the broadest possible sense of the term, hang together in the broadest possible sense of the term." Critical theorists regard philosophy as social and ideology critique. Some understand its aim to be to answer normative questions about the nature of truth, justice, goodness and rationality. Finally, there are those who do not think philosophy can contribute much at all to answering such questions and others who question its claims to universality given its associations with colonialism, racism, sexism, etc. In this tutorial we will read philosophical texts from a range of approaches in professional philosophy since the early 20th Century (Analytic, Pragmatist, Continental or European, and Public). Some of them explicitly engage meta-philosophical debates; others exemplify particular philosophical styles and methods. Our aim is to enrich our understanding of the discipline in order to evaluate its value and limitations.

Requirements/Evaluation: Evaluation will be based on the written work as well as the level of preparation and intellectual engagement in tutorial meetings. The professor will provide detailed comments on the first two papers, and all students have the option meeting with the professor after midterms to discuss strengths and areas they plan to work on in their final two papers.

Prerequisites: Two or three philosophy courses, or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to majors and students who have had at least two, ideally three courses in philosophy.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This is a tutorial. Students will write five 6-page papers and 2-3 page commentaries on alternate weeks. The instructor and the tutorial partner will comment extensively on each paper both orally and in writing. The aim of each tutorial meeting is enable the writer to imagine possible revisions.

Attributes: PHIL History Courses

Not offered current academic year

PHIL 350 (S) Emotions

Philosophy is often described as thinking about thinking: variously conceived inquiries into the nature, scope and limits of human reasoning have always been at its heart. Without challenging the centrality of such projects for philosophy, this tutorial will focus on a less emphasized, but equally essential aspect of our lives: emotions. What are emotions, and how should we think about them? What is the proper 'geography'—classification and analysis—of our emotions, and what is their relation to our somatic states, feelings, beliefs, judgments, evaluations and actions? Do we have any control over our emotions? Could we (individually and socially) educate and cultivate them? How are conscious and unconscious emotions related to a person's action, character, and her social world? In addressing these substantive questions, we will also consider which methodological approach— if a single one can be privileged— we should adopt for examining emotions. We will try to determine what is the scope and nature of an adequate theory of emotions, what are the desiderata for such a theory, and what should count as evidence in its favor. We will examine a variety of philosophical and scientific theories of emotion, as well as some issues concerning normative aspects of emotions: the role of emotions in a good life, and the concept of emotional maturity.

Class Format: The class will meet remotely only.

Requirements/Evaluation: Class attendance, preparedness and participation; weekly meetings with the tutorial partner outside of the class; five lead papers (5-7 pages) and five short response papers (2-3 pages).

Prerequisites: two philosophy courses.

Enrollment Limit: 10

Enrollment Preferences: philosophy majors and prospective majors, then psychology majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year
This is a course in the philosophy of logic. What, you may ask, is the philosophy of logic? In a logic class, we think about how to represent ordinary language and thinking within formal systems and how to prove various things within these systems. In a *philosophy of logic* class, we think about what we are doing when we do logic. An example might be helpful. You are psyched to be reading this course description right now. At least, let's assume that you are for the sake of argument. A number of things follow from this happy assumption. Here are a few: (i) You are psyched. (ii) You are reading. (iii) You exist. (iv) It is possible that you are reading. (v) Either you are reading or you are a fish. In the first part of this course, we are going to focus on what this following-from business amounts to, and ask whether there is a special sense of following-from that characterizes logic? We will also try to get more precise in our understanding of some of the key concepts in logic, such as contradiction, consistency, logical consequence, syntax and semantics. In the second part of the course, we will turn to the fundamental questions concerning the status and structure of logic. Logic is sometimes called the study of reason. But, is logic the study of how people do reason, or is it the study of how people should reason? Against the first, people often don't seem to reason very well. On the other hand, if logic is about how we should reason, what makes it the case that we should reason one way rather than another? What makes a theorem of logic true? For that matter, what are logical theorems even about? Should we revise logic in light of empirical discoveries in, for example, physics or psychology? If so, what are the constraints on good revisions? Logicians and mathematicians have done a good deal of work developing extensions of and alternatives to classical logic. Some philosophers have wondered, however, whether the notion of an alternative logic is even coherent. We will end the course with a discussion of some of these alternatives. Among the authors we will read are: Aristotle, Frege, Russell, Quine, Kripke, Putnam, Field and Fine.

**Class Format:** There are likely to be video presentations of formal material. There may also be help sessions for problem sets.

**Requirements/Evaluation:** Students will write five tutorial papers and five response papers. In addition, they will revise one of these papers in light of comments from their partner and the instructor. Finally, there may be some problem sets to solidify understanding of formal material.

**Prerequisites:** Although not strictly necessary, a prior course in logic or discrete mathematics will be very helpful. In any case, some comfort with formal reasoning will be assumed as we will be going through an accelerated presentation of logical systems.

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors. Students with a background and interest in formal reasoning.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write 5 tutorial papers and 5 responses. The instructor and the respondent will attend both to the content and to the writing quality of the tutorial papers. Finally students will substantially revise one of their tutorial papers in consultation with the instructor.

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

*Not offered current academic year*
Writing Skills Notes: Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AFR Core Electives  AMST Comp Studies in Race, Ethnicity, Diaspora  AMST Critical and Cultural Theory Electives  PSCI Political Theory Courses

PHIL 364  (S)  Mental Health and Illness: Philosophical Considerations

Cross-listings:  STS 364  PHIL 364

Primary Cross-listing

This course will raise and discuss a number of philosophical questions concerning our current understanding of mental health and mental illness. We will begin by examining the general concepts of health and disease, and then apply them to human psychology. Throughout the course, our focus will be on the best theoretical and practical knowledge we now have to diagnose, explain, and alleviate mental illness. Some of the questions that we will discuss are: What is psychopathology and what are its causes? Is it possible to have systematic knowledge of subjective experience? If so, is that knowledge importantly different in kind or in rigor from the knowledge we gain through physics, chemistry or geology? Are there metaphysical and ideological assumptions in contemporary psychiatry, and if so, could and should they be avoided? What is the basis on which current psychiatric diagnostic manuals are organized? Is that principle of organization justifiable or not? Do particular case histories offer good explanations of psychopathology? In framing and answering these questions, we will discuss subjective experience (or phenomenology) of mental illness; holism vs. reductionism; functional, historical and structural explanations of psychopathology; theory formation, evidence, and the role of values in psychology and psychiatry; the diversity and disunity of psychotherapeutic approaches; relationship between knowers and the known; and relationship between theoretical knowledge in psychiatry and the practices of healing.

Requirements/Evaluation: several writing assignments, evenly spaced throughout the semester

Prerequisites: two philosophy courses; or one philosophy and one STS course; or consent of the instructor

Enrollment Limit: 20

Enrollment Preferences: students who took Philosophy of Science or Philosophy of Mind; Philosophy and Psychology majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 364 (D2)  PHIL 364 (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

PHIL 379  (S)  American Pragmatism

Cross-listings:  PHIL 379  AMST 379

Primary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Requirements/Evaluation: final paper, several short assignments

Prerequisites: at least two PHIL courses

Enrollment Limit: 25
Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major

Expected Class Size: 12-15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 379 (D2) AMST 379 (D2)

Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Not offered current academic year

PHIL 390 (S) Discourse Dynamics  (WS)

Cross-listings: COGS 390 PHIL 390

Secondary Cross-listing

It'd be perfectly natural to say "I might've left the stove on", then check the stove, then say "I didn't leave the stove on". But perform those exact same steps in a different order--check the stove, then say "I didn't leave the stove on"; then "I might've left the stove on"--and something's gone quite wrong. Conversation is dynamic--the back and forth exchange of information is a process that grows and adapts to the surrounding context. The order in which you say things matters, and it matters for what you communicate what actions you take and what events happen around you. In this course, we will investigate dynamic communicative phenomena and discuss competing theoretical explanations about how they're interpreted. Of particular interest will be the extent to which discourse dynamics are built into the meanings of linguistic expressions vs. the extent to which they're consequences of our rational cognition. Is a sentence's relation to previously uttered sentences similar to its relation to extra-linguistic events? How much inference goes into interpreting what's said? In pursuing the answers to these questions, we will discuss both classic and contemporary theories from philosophy and linguistics.

Requirements/Evaluation: Four short papers (3-4 pages), take-home midterm paper (5-7) pages, take-home final paper (6-8 pages)

Prerequisites: At least one philosophy or cognitive science course (any level), or permission of instructor.

Enrollment Limit: 19

Enrollment Preferences: Preference given to seniors and philosophy/cognitive science majors, then to students who have taken 200-Level Intro to Formal Linguistics

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COGS 390 (D2) PHIL 390 (D2)

Writing Skills Notes: There will be four short papers (3-4 pages each) that will receive written comments on substance, argument structure, and writing style. These will be designed to include sections that, upon revision in light of comments, can be incorporated into the longer midterm and final papers (5-7 pages and 6-8 pages respectively). Students will be required to meet with the instructor before the midterm and final papers to discuss outlines and revisions of short papers.

Attributes: COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01  TF 2:35 pm - 3:50 pm  Christian De Leon

PHIL 401 (F) Senior Seminar: Philosophy of Freedom

In this course we will examine the concept of freedom from three points of view. First, we will trace the emergence and development of the concept of freedom in various historical traditions. Second, we will engage in some current philosophical debates concerning the concept of freedom in metaphysics, ethics, and political philosophy. Finally, we will consider how the concept of freedom is applied in contemporary social contexts, such as speech, religion, voting, and sexuality and gender.

Requirements/Evaluation: Weekly short response papers; Class presentation; Final paper.

Prerequisites: Limited to senior philosophy majors.
Enrollment Limit: 25

Enrollment Preferences: The seminar is required of all senior philosophy majors, and limited to them.

Expected Class Size: 8-10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

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Fall 2022
SEM Section: 01 W 1:10 pm - 3:50 pm Justin B. Shaddock
SEM Section: 02 W 7:00 pm - 9:40 pm Justin B. Shaddock

PHIL 491 (F) Senior Essay: Philosophy
This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

Requirements/Evaluation: Not applicable
Prerequisites: Not applicable
Enrollment Preferences: Not applicable

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

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Fall 2022
HON Section: 01 TBA Joseph L. Cruz

PHIL 493 (F) Senior Thesis: Philosophy
This course involves independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages). This is part of a full-year thesis (493-494).

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

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Spring 2023
HON Section: 01 TBA Joseph L. Cruz

PHIL 497 (F) Independent Study: Philosophy
Philosophy independent study.
Requirements/Evaluation: not applicable
Prerequisites: not applicable
Enrollment Preferences: not applicable
Expected Class Size: 0
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2022
IND Section: 01    TBA     Joseph L. Cruz

PHIL 498 (S) Independent Study: Philosophy
Philosophy independent study.
Requirements/Evaluation: Not applicable
Prerequisites: Not applicable
Enrollment Preferences: Not applicable
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2023
IND Section: 01    TBA     Joseph L. Cruz