

## Fall 2024 Department of Philosophy Course Descriptions



Listed below are the Philosophy courses being offered at Purdue University in Fall 2024. The courses are listed by their five-digit course number and course title, followed by a brief description. The tables below each description also include information on the course type (e.g., lectures = 'LEC'), the enrolment limit of the course, the day(s)/time of the course or each section of it, the classroom in which the course will be taught, and the instructor(s) for the course. Courses that include a recitation section are marked in the tables below as type 'LEC/REC.' Details of the recitation sections are not listed. The type 'DIST' indicates a fully asynchronous, online course. 'Grad' indicates that a graduate student will be the instructor of record. PHIL courses that are cross-listed with other courses are marked as such (e.g., 'c/1 DEPT 10000').

Have questions about specific philosophy courses, philosophy major plans of study, or the new BA in AI plan of study? You can contact our Academic Program Manager, Samantha Ooley, via email at [swalker@purdue.edu](mailto:swalker@purdue.edu), by phone at 765-496-3495 and she is happy to answer any questions you have or to schedule an in-person meeting, or [virtual meeting via WebX](#).

### 100 LEVEL COURSES

#### 11000 The Big Questions: Introduction to Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11000	LEC/REC	150	TR 12:30-1:20pm	WALC 1018	KELLY
PHIL 11000	DIST	100	asynchronous online		DE ARAUJO

There are two main goals of this course. The first is to introduce students to the Western philosophical tradition, its defining themes, and the way those have been developed by major historical and contemporary figures. Such themes include religion (does God exist? is belief in God rational?); perception and its relations to knowledge, reality, and the external world (could we tell if we were living in a computer simulation? what is reality made of?); the nature of personal identity and the self (what makes me, me, now and throughout the course of my life? is there an afterlife, and will I be there?); free will (do the laws of physics determine everything that happens, or do I choose my own pathway through life?); morality (are right and wrong objective, or relative, or what?); and the connection between minds and bodies (does the brain produce consciousness? could a computer become self-aware?).

The second goal is to provide students with the tools to refine their thinking, evaluate evidence, articulate their own views, and assess the arguments of others. In a world increasingly beset by fake news, algorithm-driven polarization, and general misinformation, these critical reasoning skills are more crucial than ever. This course will give students many opportunities to hone them on Big Picture topics, too, sharpening their wits on Great Ideas and thinking systematically about Meaning of Life type questions. Together all of this will help students do the most important thing: TurboCharge their own Bullshit Detector.

#### 11005 Introduction to Philosophy Through Video Games

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11005	LEC/LAB	50	TR 4:30-5:45pm	GRIS 102	SEAGRAVES
PHIL 11005	LEC/LAB	50	MW 4:30-5:45pm	GRIS 102	SEAGRAVES

This course uses video games to demonstrate many of the fundamental problems of philosophy. To better understand the philosophical problems presented in text, students will watch online walkthroughs and live demonstrations of video games in class. Students will also engage with these problems through active learning by playing video games.

When active learning through in-class gaming is required, every effort will be made to provide free access to the games for all registered students in the class. And of course, students are welcome to play the games at their

leisure if they have access to them – but the required reading will always be prerequisite to playing the games! Questions we will examine in this class are some of the most central to philosophy and may include: (a) What is knowledge? (b) Do we have knowledge of the external world? (c) Do we have free will (and what would that look like?)? (d) Is there good reason to believe in the existence of God? (e) What is a right or good action? And, since this is a class with video games, we will also examine the metaphysics and value of games in general.

### 11100 Introduction to Ethics

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11100	LEC/REC	216	MW 1:30-2:20pm	UC 114	SAMPSON

Ethics considers a range of questions about how we ought to live. This course will introduce students to classic and contemporary debates within ethics. Some questions we’ll consider are these: What makes a life worth living? What is happiness and how can I reliably achieve it? What is a good person and how can I reliably become one? Which acts are right, which are wrong, and what *makes* them right or wrong? What are rights and why would anyone think we have them? Is it morally permissible to violate someone’s rights if it’s necessary to prevent a disaster? Stepping back: Is there even any such thing as morality or is all this “rightness and wrongness” stuff just made up to help us cooperate, or worse, to control us? If there is any such a thing as morality, what does its existence depend on: God, my culture, nothing at all? And why should I care about morality anyway, especially when ignoring its demands helps me achieve my goals? By the end of the course, students will have acquired some of the tools necessary for grappling with these questions (and questions like them), and they’ll be encouraged to defend their conclusions with reasons and arguments.

### 11400 Global Moral Issues

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11400	LEC/REC	144	TR 10:30-11:20am	WTHR 172	DAVIS

The aim of this course is to provide a general introduction to the field of global ethics. This actually involves three introductions at once: one to the methods of philosophy in general, a second to ethics as a subfield of philosophy, and a third to a sample of ethical issues that are specifically global. We’ll begin by discussing the nature of arguments, which are the basic methodology of philosophy. We’ll then examine the nature of ethical claims and the scope of ethical obligation, before studying a range of ethical theories. Finally, we’ll consider what we owe to distant strangers from different cultures, the ethical value of patriotism, and the ethics of climate change.

### 11500 Philosophy: What Are You Going to Do with That? (1 cr. hr.)

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11500	LEC	10	MW 1:30-2:20pm	BRNG 7119	OOLEY

**\*This is a 2<sup>nd</sup> 8 week course that runs from 10/16-12/07\*** A 1 credit course for philosophy majors (specifically for BA in AI majors this fall) designed to help them navigate their progress toward their degree and explore what future opportunities are available for them after graduation. Students will plan a path of study through the major requirements, engage with speakers from the tech industry, and develop a portfolio of professional documents toward applying to internships, jobs, and/or graduate work.

### 15000 Principles of Logic

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 15000	LEC	36	TR 1:30-2:45pm	BRNG 1230	TULODZIECKI

[Note: This course fulfills UCC quantitative reasoning/math requirements.] This course is an introduction to the basic concepts and methods of modern logic, with emphasis on the construction and appraisal of complex patterns of reasoning. Some of the things expected will be the recognition and reconstruction of arguments in ordinary language, the symbolization of propositions and arguments from English into logical notation, the testing of arguments for validity, and understanding and constructing proofs. You will be expected to know the notation and the techniques of propositional and predicate logic. Put less formally, you will learn what it means for a claim to follow from others, and to recognize and construct good arguments of your own.

## 200 LEVEL COURSES

### 20700 Ethics for Technology, Engineering, And Design

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 20700	LEC	35	TR 12:00-1:15pm	BRNG 1230	DAVIS

This course focuses on a specific form of professional ethics, which addresses the obligations of engineers and designers in industries and environments that are increasingly international and cross-cultural. The goal of the course is to apply a general conceptual framework to the specific facts of new and unique situations, including those arising from the global context of modern engineering. The course first covers what this ethical framework is, and then provides practice in applying it to concrete cases. The readings, case studies, and exercises will culminate in a detailed ethical case study that will be presented both orally and in writing.

### 20800 Ethics of Data Science

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 20800	LEC/REC	150	MW 3:30-4:20am	WTHR 172	SAMPSON

Technologies based on data collection and processing now pervade our lives and we barely notice. They're used in social media to keep us doom-scrolling, in online shopping to get us to buy stuff, in email to keep our inboxes spam-free, in dating apps, YouTube, Netflix, Spotify, Waze, policing, criminal sentencing, job application screening, job performance assessment, medical diagnoses, credit score ratings, facial recognition, traffic signals, and so much more. This data revolution happened so quickly and so quietly that we've barely had time to reflect on its nature, scope, and (dis)value. Thus, a host of pressing moral questions confront us. Among the many we'll consider in this course are: How might data technology transform the world for unimaginable good? How might it lead to disaster, and what can we do to mitigate it? How can data tech be used to capture our attention and engagement? What obligations (if any) might we have to resist such attempts? Should governments attempt to regulate the use of data technology, and if so, how? How might militaries, governments, and employers use it in surveillance? How might data tech reveal our own biases and moral failings and what (if anything) can be done to mitigate this? Will data tech lead to mass unemployment, and if so, what should be done for those left jobless? And finally, what obligations might the enormous impact of data technologies place on those developing them? By the end of the course, students will have acquired some of the tools necessary for grappling with these questions (and questions like them), and they'll be encouraged to defend their conclusions with reasons and arguments.

### 22100 Introduction to Philosophy of Science

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 22100	LEC	35	TR 3:00-4:15pm	BRNG 1230	TULODZIECKI

An introduction to the scope and methods of science and to theories of its historical development. Topics may include scientific revolutions, theories of scientific method, the nature of scientific discovery, explanation, and the role of values in scientific change.

### 22300 Fate and Free Will

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 22300	LEC	35	TR 10:30-11:45am	BRNG 1230	BERGMANN

This course is focused on a fascinating set of topics related to the question of whether we have free will. Many reasons have been proposed for thinking that our fate is determined: arguments from logic, from science, and from theology have been employed with the aim of showing that our fate is already sealed. But has our fate been sealed? And if so, what does that imply about freedom and responsibility? We will be examining and evaluating arguments for determinism and fatalism and considering their implications in connection with questions such as whether we have free will, whether we are morally responsible for anything, and whether humans can sensibly engage in such activities as deliberating, punishing, praising, and blaming. Most of our readings will be from contemporary philosophers. The assignments will include three non-cumulative exams.

### 23000 Religions of the East

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 23000	LEC	18	MWF 10:30-11:20am	BRNG 1232	RYBA
REL 23000	LEC	15	MWF 10:30-11:20am	BRNG 1232	RYBA

(c/l REL 23000) A study of the history, teachings, and present institutions of the religions of India, Southeast Asia, China, and Japan. This will include Hinduism, Jainism, Sikhism, Buddhism, Confucianism, Taoism, Shintoism, and Zoroastrianism.

### 23100 Religions of the West

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 23100	LEC	18	MWF 12:30-11:20pm	SCHM 308	RYBA
REL 23100	LEC	19	MWF 12:30-11:20pm	SCHM 308	RYBA

(c/l REL 23100) A comparative study of the origins, institutions, and theologies of the three major Western religions, Judaism, Christianity, and Islam.

### 24000 Social and Political Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 24000	LEC	20	TR 3:00-4:15pm	SC 102	GILMORE
POL 22900	LEC	15	TR 3:00-4:15pm	SC 102	GILMORE
PHIL 24000	LEC	20	MWF 1:30-2:45pm	BRNG 1230	HARRIS
POL 22900	LEC	15	MWF 1:30-2:45pm	BRNG 1230	HARRIS

#### DR. GILMORE'S 24000 SECTION DESCRIPTION:

(c/l POL 22900) This course is a survey of dominant tendencies in social and political philosophical thought from Plato to the 21st century. We will survey ancient thinkers whose ideas about justice, politics, and democracy that remain central in the Western philosophical tradition. Additionally, we will inquire into the epistemological limits of the modern tradition and consider authors who question the validity, universality and capability of Liberal-Western ideas to explain the basic contradictions facing human existence today: particularly in the context of the emergence of artificial intelligence, big data, and predictive computing technologies and their use by American police-military agencies to repress dissents domestically or foreign enemy threats.

#### DR. HARRIS' 24000 SECTION DESCRIPTION:

(c/l POL 22900) We will meet by Zoom or Boilercast (link will be sent to you prior to meeting) on some Fridays, as announced. We should be prepared for possible changes required by the University for meetings, including going on-line only.

The course is a study of some major social and political philosophers from Plato to contemporary authors. Issues such as justice, rights and freedom, community, and the "globalized" future will be considered. The course will explore the impact of racism as understood through the prism of competing philosophies and consider competing prescriptions and definitions by authors of such concepts as rights, contract and social collectives. Competing orientations offer incommensurable approaches to racism. We will critically examine their interpretations, definitions, and justifications.

Argumentative papers and an in-class exam will be features of the course intended to strengthen argumentative ability, critical reasoning skills and techniques of logical and philosophical reasoning.

### 25501 Introduction to Cognitive Science: Minds, Brains, and Machines

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 25501	LEC	35	TR 9:00-10:15am	SC 102	KELLY

This course will provide an introduction to foundational topics in the philosophy of mind. We will consider the relationship between the mind and the body, and the mental to the physical more generally. We'll ask, and look at some candidate answers to, questions like "What is a mind, and what are its component parts? How does a mind work? How are minds related to brains, and to the physical bodies that they seem to animate and control? How do minds represent the world around them? What is a self? What is the nature of consciousness and subjective experience? Could other animals, aliens, computers, robots or other types of entities have minds, or be conscious? How would we know? How can empirical efforts like the cognitive sciences help shed light on these questions? Could scientific theories of the mind supplant our intuitive conceptions of the mind? If so, what would be the implications?"

### 25601 Philosophy and Artificial Intelligence

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 25601	LEC	24	TR 3:00-4:15pm	BRNG 1248	MALEY
PHIL 25601	LEC	24	TR 4:30-5:45pm	BRNG 1248	MALEY

This course will look at some basic philosophical issues surrounding AI and its use in society. Some of the questions we will ask, and begin to answer, including the following: What is the nature of computation, and how does it create a basis for AI? What exactly is artificial intelligence, and is there a difference between artificial and natural intelligence? Is it possible for AI systems to have emotions, or be conscious? Are there fundamental differences between machine and human intelligence? In what ways are machine learning and artificial intelligence similar and different? Do different approaches to AI result in different kinds of machine intelligence? Do AI systems need robotic bodies in order to be fully intelligent, or can they be completely software based? What, if anything, does AI tell us about our own mind or brain?

This course does not assume any prior knowledge in computer science, artificial intelligence, or machine learning, but some of the topics will include readings with some technical elements.

### 27000 Biomedical Ethics

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 27000	LEC/REC	144	TR 12:30-1:20pm	MTHW 210	PARRISH

An examination of the moral problems raised by developments in medicine and the biomedical sciences. Topics include abortion, reproductive technologies, euthanasia and physician-assisted suicide, experiments involving human subjects, and health care delivery.

### 29300 Philosophy of AI: Fundamentals of Machine Learning

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 29300	LEC	20	TR 10:30-11:45am	PFEN 103	RUSHING

This course will consist of:

- 1) learning basic machine learning methods in Python through libraries such as Numpy, Scikit-learn, and Pytorch, and
- 2) learning about philosophical problems with respect to machine learning such as the problem of induction (through ML generalization and regularization), bias in dataset design and construction, fairness/accuracy trade-offs with ML methods, ML as other minds, and alignment problems.

The basic requirement is familiarity with at least one programming language, preferably python.

## 300 LEVEL COURSES

### 30100 History of Ancient Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 30100	LEC	35	TR 9:00-10:15am	KRANG023	FRANK

This is a first course in the history of philosophy in antiquity, covering a period of almost a thousand years. The course divides into three parts. We begin at the beginning (where else?) when philosophy emerged from non-philosophical modes of thought in the 6th century BCE. We will trace the intellectual paths blazed by the first philosophers, Thales, Anaximander, Anaximenes, Xenophanes, Heraclitus, and Parmenides. Thanks to them, we became skeptical about the nature, even the reality and value, of the world around us, no longer confident that what we perceive maps on to what there really is, and that what seems good to us really has value. With such skepticism in the air, we turn to the giants of philosophy in antiquity, Socrates, Plato, and Aristotle, who, each in his own way, attempt to respond to the fear that knowledge about the sensible world is unattainable and that the reality of a realm of values is a vain imagining. Finally, we will spend some time on philosophy after Aristotle, a very rich intellectual period that saw the rise of Epicureanism, Stoicism, and Skepticism—competing schools of philosophy, indeed ways of life. The post-Aristotelian philosophical movements developed through discussions and disagreements with each other, but they will be presented here as a set of intelligent responses to Aristotle and his views about the nature of human well-being.

The course will proceed by lecture and discussion, and two (2) in-class essay examinations will determine the grade.

### 30300 History of Modern Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 30300	LEC	24	TR 10:30-11:45am	BRNG 1248	JACOVIDES
PHIL 30300	LEC	35	TR 9:00-10:15am	BRNG 1230	COVER

#### DR. JACOVIDES' 30300 SECTION DESCRIPTION:

Philosophy flourished in the early modern period (for us, between 1633 and 1783). We shall examine the central doctrines of Descartes, Spinoza, Locke, Berkeley, Hume, and Kant. Our central epistemic topics will be the problem of skepticism, whether we have any innate ideas, and how we can know anything about the outside world. Our central metaphysical topics will include the nature of minds, the nature of bodies, and the relation between them. We shall also consider how these philosophers attempted to fit God into their newly scientific worldviews. Three papers will be assigned, along with a requirement to write a question or comment on the reading for most classes.

#### DR. COVER'S 30300 SECTION DESCRIPTION:

The history of philosophy, like logic and ethics and epistemology and metaphysics, is a traditional area of academic philosophy with a history of its own. As practiced in the past, and as we'll pursue it in this course, it isn't *history* (of a certain subject) but *philosophy* (with a certain focus). The focus is the content of historically important philosophical texts. The contents of texts we examine will be approached not out of special respect for the past, nor for the purpose of uncovering broadly social currents influencing the central figures of early modern philosophy, but simply out of a desire to discover fundamental truths about the world. *That is what philosophy is*, according to those thinkers most influential in European philosophical thought during the so-called early modern period (roughly 1600-1800). They made claims about how the world is; these claims are either true or false – true if the world *is* the way they claimed it to be, false if the world *isn't* the way they claimed it to be. Of these influential thinkers we shall, time permitting, examine selected writings of five: Descartes, Leibniz, Berkeley, Hume, and Kant. Readings and lectures will focus primarily on metaphysical and epistemological topics, since those are the philosophical topics of central concern to these thinkers. It's all fun stuff: a bit of history and philosophy of science, a bit of reflection about God, some puzzles about what it takes to know something, some stuff about the nature of minds (safely from our arm-chairs without doing a stitch of neuro-physiology), a bit more about God again, a surprising treatment of "What is a physical object?" (leaving you at least a little worried about how you could have been so...*gullible*), some knotty thoughts about causation and knowledge (again), and some stray thoughts about vision (i.e. *seeing*).

### 30400 19th Century Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 30400	LEC	24	MW 4:30-5:45pm	BRNG 1248	MARINA

This course will be an examination of philosophical movements in 19th century European and American philosophy, especially as represented by seminal figures such as Fichte, Schleiermacher, Hegel, Kierkegaard, Nietzsche, and William James. Movements covered will be: a) Post-Kantian Idealism in the context of the response to Kant's Copernican Revolution in Philosophy (Fichte, Schleiermacher, Hegel), b) Existentialism (Kierkegaard, Nietzsche), and c) Pragmatism (William James).

### 32200 Philosophy and Technology

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 32200	LEC	24	TR 9:00-10:15am	BRNG 1248	SMITH

A philosophical examination of the nature and history of technology, as well as its complex impact on humans and the world.

### 35000 Philosophy and Probability

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 35000	LEC	20	TR 1:30-2:45pm	BRNG 1248	DRAPER

The aim of this course is to use mathematical probability to explicate the concept of (supporting) evidence or "confirmation" and then use that explication to address a variety of foundational problems in the philosophy of science. Topics include:

1. the rules of mathematical probability;
2. the concept of epistemic probability and theories of intrinsic probability;
3. the "relevance theory" of confirmation;
4. the structure of scientific reasoning;
5. the raven paradox: why do positive instances confirm different universal generalizations to such different degrees?
6. the asymmetry question: why does strong or conclusive evidence against a scientific theory seem so much easier to come by than strong or conclusive evidence for it?
7. what's wrong with statistical significance testing?
8. the problem of simplicity: what is simplicity and why are simpler theories not just easier to use, but more likely to be true?
9. Goodman's paradox and the new riddle of induction: how can one theory be more likely to be true than all competing theories even though that theory fits the data no better or even worse than some of those competing theories?
10. Hume's problem of induction: is it possible to justify induction?

## 400 LEVEL COURSES

### 40200 Studies in Medieval Christian Thought

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 40200	LEC	20	TR 4:30-5:45pm	BRNG 1230	BROWER

A study of some of the main trends and major figures of the Christian Middle Ages (roughly 400-1400 CE). Emphasis will be on the way thinkers from this period make use of philosophy in theology, especially in developing their views about such issues as the nature and existence of God, the nature and use of religious language, and specifically Christian doctrines such as Trinity, Incarnation, and Atonement. Some attention will also be given to the way in which medieval thinkers attempted to build on developments in the early church, especially those of the so-called Patristics. Readings (in English translation) may include Augustine, Boethius, Anselm, Abelard, Aquinas, Scotus, and Ockham.

### 42400 Recent Ethical Theory

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 42400	LEC	24	MWF 3:30-4:20pm	BRNG 1230	SEAGRAVES

A philosophical examination of significant issues in recent ethical theory and metaethics, such as the nature of value, obligation, virtue, rationality, moral knowledge, the status of ethical sentences, practical applications, and the relationship between ethics and science or religion.

### 42500 Metaphysics

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 42500	LEC	20	TR 1:30-2:45pm	SCHM 116	COVER

The French philosopher J. Maritain once said “A philosopher is not a philosopher if he is not a metaphysician.” He meant this to be true of every philosopher – or, as the case might be, of every non-philosopher: maybe epistemologists and ethicists are not philosophers; or perhaps instead epistemologists and ethicists are metaphysicians. Consider Bergmann, the epistemologist: if he were a philosopher who failed to be a metaphysician, would we have in him a case of a philosopher failing to be a philosopher? This question begins approaching issues of (i) Modality and Essentialism, which will make up a third of the topical themes we shall treat in this course. The other two are issues of (ii) Ontology and of (iii) Identity, Persistence, and Change.

In connection with (i), we’ll work toward a principled approach to such claims as these:

- Since nine is the number of planets, and the number of planets could have been greater than it is, nine is odd but not essentially so.
- If a claim is necessarily true, that is owing to the meanings of words (think of ‘All bachelors are unmarried’). But of course no claim to the effect that thus-and-so exists can be true merely owing to the meanings of words. So, nothing exists necessarily, not even God, or the number five, or the principle of non-contradiction.

In connection with (ii), we’ll figure out how to approach and evaluate claims such as these:

- If Plato showed courage and courage is a virtue, then there exist at least two things: Plato, and courage.
- “Everything” is the correct (and important) answer to the question “What exists?”
- My cheese has four holes and your cheese has five; there are numbers; but there are no holes.

And, in connection with (iii), such claims as these:

- According to Leibniz’s Law, if  $x = y$ , then (of course!)  $x$  can’t have properties that  $y$  lacks. The offspring of Jack and Eunice Cover, born on 26 June 1958, weighed seven pounds. Professor Cover weighs 126 pounds. So, Professor Cover can’t be the offspring of Jack and Eunice Cover.
- Since Lois believes that Superman can fly, Superman has the property of being believed by Lois to be able to fly. Since Lois doesn’t believe that Clarke Kent can fly, Clarke Kent lacks the property of being believed by Lois to be able to fly. So then, Superman has a property that Clarke lacks, and hence by Leibniz’s Law Clarke isn’t Superman. But Clarke is Superman. Thus, Leibniz’s Law is false. [But Leibniz’s Law is true. So....]
- Either there is no such thing as Descartes’s right hand, or else two things can exist in the same place at the same time.



### **45501 Studies in Philosophy of Cognitive Science**

<b>Course</b>	<b>Type</b>	<b>Enrolment</b>	<b>Time</b>	<b>Bldg/Rm</b>	<b>Instructor</b>
PHIL 45501	LEC	20	MW 4:30-5:45pm	BRNG 1230	CARAVÁ

In this course, we will investigate how our brains, our bodies, and our material, social, and technological world shape cognition and emotion, using 4Es Cognitive Science as a common thread. We will use readings from philosophy of mind, psychology, and neuroscience, as well as popular articles, videos, and movies, to answer pressing questions about the nature of the human mind: Where does our mind stop and the rest of the world begins? Can our emotions extend into chatbots? What do our bodies do when we perceive? Do people with different bodies perceive the world differently? Can objects and people make us forget our personal past? What is the role of our body and of technology in imagination, mind-wandering, and dreaming? By addressing these and other questions, we will learn classical and new methods in cognitive science and evaluate contemporary problems in philosophy of mind in light of everyday human experience.

### **46500 Philosophy of Language**

<b>Course</b>	<b>Type</b>	<b>Enrolment</b>	<b>Time</b>	<b>Bldg/Rm</b>	<b>Instructor</b>
PHIL 46500	LEC	20	TR 12:00-1:15pm	BRNG 1248	ASAY

Language is our main tool for representing the world and communicating our beliefs about it to others. How is this possible? How do the marks and sounds that constitute languages enable us to gain and share knowledge about the world? This course will explore some fundamental questions about the nature of languages: What are they? How do words and sentences become meaningful? What is it for sentences to be true? What are the major functions of languages? How can languages be abused, or used to further or remedy injustice?

## 500 LEVEL COURSES



### 51400 20th Century Analytical Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 51400	LEC	12	TR 1:30-2:45pm	BRNG 7119	ASAY

A detailed study of the origins and development of contemporary philosophical analysis, and how it was pursued in movements such as logical atomism, logical positivism, ordinary language philosophy, and others. Readings will cover a selection of the writings of Frege, Russell, Moore, Wittgenstein, Ayer, Ryle, Austin, and others.

### 54000 Studies in Social and Political Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 54000	LEC	15	T 2:30-5:20pm	BRNG B206	MESSINA
POL 65100	LEC		T 2:30-5:20pm	BRNG B206	SCUDDER

(c/l POL 65100) This seminar asks: what norms and virtues should govern our political conversations in diverse societies? How should we comport ourselves when we disagree with our co-citizens? How should we respond when others evince incivility, ignorance, hatred, motivated reasoning, and closed-mindedness? What responsibilities do we have to listen to our political opponents and respect norms of conversation ourselves? And what happens to our political lives and institutions when failures on these fronts are widespread? We will explore these and related questions by reading contemporary works in political theory, philosophy, legal theory, and classics in the history of ideas.

### 55100 Philosophy of the Natural Sciences

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 55100	LEC	10	TR 3:00-4:15pm	BCHM 102	DRAPER

The aim of this course is to investigate confirmation and theory choice in the natural sciences. Topics include how to choose between two scientific theories that fit the data equally well, how to measure the degree to which one statement or fact either confirms a theory or favors it over some other theory, how to understand simplicity and its role in theory choice, and how to understand the role that epistemic probability plays in scientific reasoning and philosophical theories about scientific reasoning. For those students especially interested in epistemology, this course will overlap what is known nowadays as formal epistemology.

### 58000 Laws and Causes

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 58000	LEC	10	M 10:30-1:20pm	BRNG 7119	JACOVIDES

Laws and causes are the springs and principles of the universe. We'll examine them from both a historical and a contemporary perspective with a focus on issues in metaphysics and philosophy of science. The course will begin with a discussion of the origin of the concept of a law of nature, and then treat modern analyses of laws and the place of laws in the social sciences. We'll also consider the proper analysis of causation and its place in a world of laws, including the question of whether fundamental physical laws make any appeal to causation. The course will finish with a discussion of various puzzles associated with causes, including problems about causation in the legal system. Two papers, a class presentation, and an analytical bibliography will be assigned.

## 600 LEVEL COURSES

### 62400 Seminar in Ethics

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 68000	LEC	10	MW 4:30am-5:45pm	BRNG 7119	HARRIS

We will meet by Zoom or Boilercast (link will be sent to you prior to meeting) on some Fridays. We should be prepared for possible changes required by the University for meetings, including going on-line only.

“An intensive study of some persistent problems of ethics, metaethics, and theory of action such as: intrinsic goods, ends and means.... Emphasis will be on contemporary discussions. Variable subject matter.”

This seminar will focus on contemporary debates regarding the ethics of advocacy and controversies regarding: (a) justifications of moral advocacy (b) criteria used to warrant obligations (c) types of foundations (realist, nonrealist) and (d) applications in fields as far flung as artificial intelligence and genocide studies (e.g., contemporary ethnic, racial, religious, gender). Kant, Marx, Dewey, Rorty and Deleuze read against one another and Harris.

This seminar may be especially useful for graduate students considering ethics exams and majors, social movement studies and publishing book reviews.



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