

Fall 2025 Department of Philosophy Course Descriptions



Listed below are the Philosophy courses being offered at Purdue University in Fall 2025. 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/I 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, 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 Zoom.

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	WTHR 172	KELLY

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 10:30-11:45am	GRIS 102	GOMEZ-LAVIN
PHIL 11005	LEC/LAB	50	TR 3:00-4:15pm	WALC 2124	GOMEZ-LAVIN

This lab-based course employs games to demonstrate many of the fundamental problems of philosophy. From the nature of reality to theories of justice and living well, we'll pair classical readings in philosophy—with a focus on the Western canon—with contemporary issues and dedicated time to play through a series of games in teams and individually. Games and other software will be provided in our VRAI lab on Steam PCs and Nintendo Switches. Students will work through a series of modules covering reality, knowledge of the external world, free will, the nature of games, personal identity, and ethical decision making before embarking on a multi-week long group project to develop a new philosophically inspired game.

11100 Introduction to Ethics

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11100	LEC/REC	225	MW 11:30-12:20pm	UC 114	SAMPSON

This course introduces students to classic and contemporary debates in ethics—the systematic study of how we ought to live. Together, we'll explore fundamental moral questions such as: What makes a life worth living? What is happiness, and how can we 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 so? 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? We will then step back to ask deeper questions about morality itself: Is there really any such thing as moral rightness and wrongness, or is it all just made up? If moral truths do exist, where do they come from—God, my culture, me, nowhere at all? And why should I care about morality anyway, especially if ignoring it 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, developing their own views, and defending those views with reasons and arguments.

11400 Global Moral Issues

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11400	LEC/REC	150	TR 9:30-10:20am	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 within philosophy, and a third to a subset of ethical issues that are specifically global. We'll begin by discussing the nature of arguments, as 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	20	MW 1:30-2:20pm	BRNG 1248	OOLEY

***This is a 1st 8 week course that runs from 8/25-10/15** 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	35	M 2:30-4:20pm W 3:30-4:20pm	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, addressing the obligations of engineers and designers in contexts that are increasingly international and cross-cultural. By focusing on case studies, the goal is to apply a general conceptual framework to the specific facts of new and unique situations, especially 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 case studies. The readings and exercises will culminate in a final case study, which is more detailed, and which will be presented both verbally and in writing.

20800 Ethics of Data Science

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 20800	LEC/REC	150	MW 9:30-10:20am	WALC 1018	SAMPSON

Data-driven technologies permeate nearly every aspect of our lives. They shape our social media feeds to keep us scrolling, influence our shopping recommendations to keep us buying, and power our dating apps, streaming platforms, navigation systems, policing decisions, criminal sentencing verdicts, hiring choices, medical diagnoses, credit scores, and more. This data revolution happened so quickly and 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-driven technologies transform our world for unimaginable good? How might they lead to catastrophe? How are they used to capture our attention and engagement? What obligations (if any) do we have to resist? Should governments regulate these technologies (e.g., ban TikTok!), and (if so) how? How might militaries, governments, and employers use data tech in surveillance? How might these technologies reveal our biases and moral failings, and what (if anything) can we do to address this? Will data tech lead to mass unemployment, and what (if anything) should be done for those left jobless? 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, developing their own views, and defending those views with reasons and arguments.

21900 Philosophy and the Meaning of Life

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 21900	LEC	35	MW 4:30-5:45pm	BRNG 1230	MARIÑA

Should we agree with Shakespeare's Macbeth that life is "a tale told by an idiot, full of sound and fury, signifying nothing?" Or can we give a coherent account of how and why what we do, and our lives as a whole, should matter to ourselves and others? Do our lives have a purpose, and if so, what is it? In this class we will study these questions, mainly through the writings of existentialist thinkers such as Nietzsche, Kierkegaard, Heidegger and Sartre, but the writings of some contemporary analytic philosophers will be explored as well.

22100 Introduction to Philosophy of Science

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 22100	LEC	35	TR 1:30-2:45pm	BRNG 1230	MALEY

The practice of science has proven to be one of the best methods for gaining knowledge about the natural world. Understanding what science is, however, is more complicated than just the use of the "scientific method." In this course, we will carefully examine what makes science interesting and unique, approaching answers from both historical and contemporary perspectives. Some of the questions we will ask, and begin to answer, include the following: What makes something a science, or scientific? What roles do experiment and theory play in science? What kinds of reasoning are involved in science? What is the aim or goal of science? Why should we trust scientific knowledge?

This course does not assume any prior knowledge in any particular science, but some readings for the course may include technical elements.

22700 Science and Religion

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 22700	LEC	35	TR 3:00-4:15pm	BRNG 1230	BERGMANN

Are science and religion irrelevant to each other? Or can one of them challenge, support, shape, presuppose, explain—or explain away—the other? This course examines how science in general, as well as specific scientific disciplines such as evolutionary biology, physical cosmology, and cognitive science, are related to religion in general, and to particular religious traditions.

23000 Religions of the East

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 23000	LEC	18	MWF 10:30-11:20am	SCHM 308	RYBA
REL 23000	LEC	15	MWF 10:30-11:20am	SCHM 308	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 11:30-12:20pm	SCHM 308	RYBA
REL 23100	LEC	19	MWF 11:30-12:20pm	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	M 9:30-10:20am W 9:30-11:20am	BRNG 1230	MESSINA
POL 22900	LEC	15	M 9:30-10:20am W 9:30-11:20am	BRNG 1230	MESSINA

(c/l POL 22900) This course offers an introduction to political philosophy. Political philosophy asks abstract questions about government that are typically forgotten in the day-to-day of electoral politics. For instance: why do we have states and governments at all? What should the state do with its coercive authority? How should we understand political freedom? Who should we tolerate? How should our economy be structured? What is the permissible level of inequality in society? What form(s) of government are legitimate? We will ask these questions and others over the course of the semester.

24200 Philosophy, Culture, and the African American Experience

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 24200	LEC	10	MW 4:30-5:45pm	BRNG 1248	HARRIS
AAS 37300	LEC	13	MW 4:30-5:45pm	BRNG 1248	HARRIS

The course will explore the impact of race as understood through the prism of competing philosophies and definitions of racism. Students will be introduced to competing prescriptions for liberation advocated by various philosophers of African dissent, particularly authors representing pragmatist, existentialist and Marxist orientations. Competing prescriptions and definitions by representatives of pragmatism, existentialism and Marxism offer incommensurable approaches to race and racism. We will critically examine their interpretations

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

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 25501	LEC	23	TR 9:00-10:15am	BRNG 1248	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	35	TR 4:30-5:45pm	BRNG 1230	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, include 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? How does machine learning relate to questions about the nature of AI? 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 readings for the course may include technical elements.

26000 Philosophy and Law

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 26000	LEC	35	TR 10:30-11:45am	BRNG 1230	JACOVIDES

We'll examine some of the central questions of philosophy of law How ought judicial decisions be decided? What are laws? What's the relation between law and morality? Under what conditions do laws have authority over us? To what extent is it proper for laws to limit freedom? What constitutes a just system of punishment? Three papers will be assigned, along with a requirement to write a question or comment on the reading for most classes.

27000 Biomedical Ethics

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 27000	LEC/REC	150	TR 4:30-5:20pm	BRNG 1278	PARRISH

This course is an examination of the moral and social problems raised by developments in medicine and the biomedical sciences. Topics include reproductive technologies, euthanasia and physician-assisted suicide, experiments involving human subjects, and healthcare delivery. There are no pre-requisites.

300 LEVEL COURSES

30100 History of Ancient Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 30100	LEC	35	W 12:30-1:20pm F 11:30-1:20pm	BRNG 1230	SCHROEDER

This course is an introduction to ancient Greek and Roman philosophy. After a survey of some of the earliest Greek philosophers, we will focus on Socrates, Plato, and Aristotle, before concluding with a glimpse at the three most popular and influential schools of philosophy in the Hellenistic and Roman worlds: Epicureans, Stoics, and Skeptics. We will consider questions such as: What kinds of things exist, and how are they related to one another? What can human beings know, and how? What sort of life is good for a human being? Is justice or morality merely conventional, or are there some objective truths about it? What are love and friendship, and why do they matter? What happens to us when we die, and what difference does it make for how we should live our lives?

30200 History of Medieval Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 30200	LEC	23	TR 4:30-5:45pm	BRNG 1248	BROWER

This course will be a survey of some of the main trends and major figures of medieval philosophy. Our emphasis will be on close reading and analysis of representative medieval texts in natural philosophy, logic, metaphysics, and moral philosophy, but we will also give some attention to broader philosophical traditions that develop during the thousand years separating late antiquity from the Renaissance. Readings (in English translation) will include selections from Boethius, Anselm, Abelard, Aquinas, Scotus, and Ockham.

30300 History of Modern Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 30300	LEC	35	TR 9:00-10:15am	BRNG 1230	COVER
PHIL 30300	LEC	35	M 1:30-2:20pm W 1:30-3:20pm	BRNG 1230	MARIÑA

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 early part of the so-called 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 eight or five, including two or three who wrote before 1600: Aristotle, Copernicus, Galileo, Descartes, Leibniz, Berkeley, Hume, and Kant. Readings and lectures will focus primarily on metaphysical and epistemological themes, since those are the philosophical topics of central concern to those 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 neurophysiology), a bit more about God again, a shocking and maybe true answer to "What is a physical object?" (leaving you at least a little worried about how you could have been so...gullible, for so...long), some knotty thoughts about causation and knowledge (again), and some stray thoughts about vision (i.e. seeing).

DR. MARÍÑA'S 30300 SECTION DESCRIPTION: This class will focus on David Hume's skeptical challenges to both Metaphysics and Immanuel Kant's answer to Hume. We will be looking at parts of Hume's *Treatise* and Kant's response to Hume as outlined in his *Prolegomena to Any Future Metaphysics*.

30600 20th Century Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 30600	LEC	23	TR 12:00-1:15pm	BRNG 1248	ASAY

This course is a critical examination of several of the philosophical movements that flourished in the twentieth century in the West, including pragmatism, logical positivism, phenomenology, existentialism, ordinary language philosophy, and their descendants. A recurring focus will be on the various authors' evolving conceptions of philosophy itself. The course may cover seminal texts by figures such as Moore, Russell, Wittgenstein, Husserl, C. I. Lewis, Ayer, Carnap, Quine, Sartre, Camus, Ryle, David Lewis, Kripke, Foucault, and others.

31000 Classical Chinese Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 31000	LEC	20	TR 4:30-5:45pm	GRIS 125	BRASOVAN

A survey of classical Chinese philosophy (c. 1050-200 BCE), focusing on seven major philosophers (and their followers): Kongzi (Confucius), Mengzi (Mencius), Zhuangzi, Laozi, Xunzi, Han Feizi, and Sunzi (Art of War). Topics include: the nature and value of morality, the proper role of ritual in human life, whether human nature is good or bad, how one becomes a virtuous person, theories of knowledge, governance, and warfare. No knowledge of Chinese is expected.

400 LEVEL COURSES

40700 Advanced History of Ancient Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 40700	LEC	20	TR 10:30-11:45am	BRNG 1248	FRANK

In this advanced undergraduate course in ancient philosophy, we will focus on Aristotle's moral and political philosophy. For Aristotle, these are "practical" subjects, to be studied for the sake of action (praxis). In ways we will think about, the very reading and discussion of his works in practical philosophy is transformative. The treatises in question, Aristotle's *Nicomachean Ethics* and *Politics*, (somehow) make us better citizens and better at achieving what is most important in human life.

42400 Recent Ethical Theory

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 42400	LEC	20	M 10:30-12:20pm W 11:30-12:20pm	BRNG 1248	

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.

43200 Theory of Knowledge

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 43200	LEC	20	TR 3:00-4:15pm	BRNG 1248	JACOVIDES

We will examine sundry topics in the theory of knowledge. These will include big questions about how we ought to regulate our beliefs, how we ought to handle disagreement, and what our attitude to skepticism ought to be. We will also consider the extent and nature of our knowledge in particular domains, such as the external world, the self, and mathematics. Three papers will be assigned, along with a requirement to write a question or comment on the reading for most classes.

45501 Studies in Philosophy of Cognitive Science

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 45501	LEC	20	M 2:30-4:20pm W 3:30-4:20pm	BRNG 1248	ROBINS

Memory is an important mental faculty—studied across the cognitive sciences. In this course, we will use memory as a focus through which to explore the methods by which it is studied across several disciplines, and the philosophical puzzles that arise from these investigations. Possible topics include: false memory in cognitive psychology, engram discovery in neurobiology, cultural memory practices in anthropology, childhood amnesia in developmental psychology, episodic-like memory in comparative psychology, confabulation as a symptom in psychiatry, and so on. Familiarity with cognitive sciences will be useful, but is not required.

49000 Truth

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 49000	LEC	20	TR 1:30-2:45pm	BRNG 1248	ASAY

What is the nature of truth? What do we mean when we say that something is true? Is truth something absolute and objective, or subjective and relative? This course will explore these basic questions about truth. We'll begin by examining a number of philosophical theories of truth (such as the correspondence theory, pragmatism, and deflationism), and the metaphysical and epistemological issues related to them. Next we'll discuss how issues about truth impact other areas of philosophy, such as philosophy of language and philosophy of logic. We'll finish the course by thinking about truth and objectivity, and whether truth is better understood as an absolute or relative notion.

500 LEVEL COURSES



52500 Studies in Metaphysics

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 52500	LEC	10	TR 1:30-2:45pm	BRNG 7119	COVER

A straight-ahead meat-and-potatoes course in metaphysics and how to do it. If we permitted Aristotle's famous text to be our guide (his Metaphysics has as its title a word he'd never encountered), we would think hard about the nature of unchanging things and their first causes. This won't be a history course, nor will we start by agreeing that metaphysics is the study of "being qua being". But here are two respects in which our course will have something in common with that venerable old project: (i) it will try to say something about being (while appreciating that there is no such thing), and (ii) it will try to land on necessary truths about what there is and the nature of what there is. Full stop, pretty much. The first of those is some (i) meta-metaphysics, likely to be a little more than half the serving of that "how to do it" portion of our meat and potatoes. Topically, the second of those can range as widely as the whole wide world – and in a way even more widely still: it's not as if one wasn't doing metaphysics when one carefully thought one's way to the conclusion "So, it turns out that there are no properties (after all) that you and I share", or to the conclusion that there are no bearers of properties (not really), but just properties; meanwhile Spinoza was obviously wrong, since the whole wide world – of all that's actual – is in a pretty obvious sense less than what's possible. (There are novels, for crying out loud [i.e. pieces of literature which, though false, aren't necessarily false].) So the second and larger main helping (ii) will try to land on necessary truths about properties, and about the nature of so-called particulars, but also about the nature of necessity and contingency (modality) itself. At least those four, this semester. All done from our armchairs, of course – with perhaps a teeny exam, probably less reading than you expect, certainly a middling amount of writing, and some amount of in-class participation that defies prediction.

58000A Rationality: Between Epistemology and Cognitive Science

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 58000A	LEC	10	M 2:30-5:20pm	BRNG 7119	KARLAN

This seminar is designed to introduce graduate students (and select advanced undergraduate students) to the interdisciplinary study of rationality. How we reason and form beliefs, and how we should do so, forms the core of a set of interdisciplinary questions of interest to epistemologists, metaethicists, theorists of action, psychologists, computational cognitive scientists, and neuroscientists, among others. This course will introduce students to both historical debates between these fields (e.g. the so-called "rationality wars" of the 1980s and 1990s) and cutting-edge work on similar questions (e.g. contemporary debates on "bounded," "ecological," "computational," and "resource" rationality). Students will learn both about traditional views of rationality found in classic works in epistemology and theories practical reason, as well as empirically grounded work in the cognitive and computational sciences that either complements or challenges the traditional picture. The ultimate goal is for students to come away from the seminar with a deeper understanding of the complex and exciting ways that normative and descriptive projects intersect in the study of the rational mind.

58000B Philosophy of Money

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 58000B	LEC	10	T 9:00-11:50am	BRNG 7119	YEOMANS

We will approach the question ‘What is money?’ from the perspective of social ontology. We will begin with a brief orientation to the three functions of money (means of payment, store of value and unit of account), different measures of the money supply, and some of the history of the development of money. Then the first half of the seminar will be devoted to Georg Simmel’s *The Philosophy of Money* (1900). This classic of social theory explores the relation of money to exchange, to large-scale society, and to rationality itself. It explores the way that money creates new forms of freedom at the same time that it undermines the strength of social ties and the traditional virtues. The second half of the course will be devoted to 21st-century debates in social ontology on the nature of money. Topics will include credit, commodity, and social-positioning theories of money as well as the relation between money, states, and banks. In addition, we will take up some moral issues in our relation to money, including distinctively monetary vices such as miserliness. Students will present their research during the last two seminar sessions as well as responding to another student’s presentation. The seminar paper is a 3000-word essay of sufficient quality to be submitted to the APA Colloquium program.

600 LEVEL COURSES

60100 Special Topics in Ancient Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 60100	LEC	10	W 2:30-5:20pm	BRNG 7119	SCHROEDER

This is a graduate seminar on Plato’s philosophy of perception, focusing on his so-called “later” dialogues (especially the *Theaetetus*, *Timaeus*, and *Philebus*). The course will begin with Plato’s physical and physiological account of perception and its implications for the objects of sensory awareness. For the remaining two-thirds of the course, we will focus on the content of perception and perception-involving mental states, and on the relation between perception and other players in Plato’s psychological economy such as thought, memory, imagination, pleasure/pain, and desire. Prerequisite: PHIL 50100.

68000 Memory

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 68000	LEC	10	M 11:30-2:20pm	BRNG 7119	ROBINS

Philosophers have long recruited memory to address puzzles that arise in discussion of other philosophical questions (e.g., personal identity, knowledge, moral responsibility). Nonetheless, it is only recently—in the last 15 years or so—that memory has become a sustained topic of investigation in the way that other mental capacities, like imagination and perception, have been. In the short time it has been active, however, the philosophy of memory has grown rapidly. This seminar will focus on contemporary work in the philosophy of memory, which is centered primarily on issues that arise in the philosophy of mind and epistemology. Where there’s time and student interest, we will make connections to historical treatments of memory and memory’s connection to other areas of philosophy, such as metaphysics, philosophy of science, and ethics.



Department of Philosophy