

## Spring 2025 Department of Philosophy Course Descriptions

Listed below are the Philosophy courses being offered at Purdue University in Spring 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/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**

The basic problems and types of philosophy, with special emphasis on the problems of knowledge and the nature of reality.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11000	LEC/REC	150	TR 4:30-5:20pm	WTHR 172	WESTRA

#### DR. WESTRA'S 11000 SECTION DESCRIPTION:

If philosophy has one overarching goal, it is to find better ways of thinking about the world we live in. To do this, philosophers need to be both curious and skeptical. They ask weird questions about things we normally take for granted. They ask for definitions of the concepts we use every day without even thinking about it, and propose ways that we can improve those concepts. They ask for arguments to justify our most basic beliefs and point out the places where those arguments are flawed or contradictory. They ask which parts of ordinary commonsense stand up to scrutiny, and which parts might be leading us astray.

In this course, you'll learn what it's like to think like a philosopher by engaging a number of 'Big Questions' from both classic and contemporary philosophy: Does God exist? Do we have free will? How does the mind relate to the body and the brain? Can science ever crack the mystery of consciousness? What makes someone the same person at different points in their lives? Is the self an illusion? How can we know that we're not dreaming, or in a computer simulation? What even is knowledge? How does the social world shape what we can know?

### **11005 Introduction to Philosophy Through Video Games**

The basic problems and types of philosophy, with special emphasis on the problems of knowledge and the nature of reality.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11005	LEC/LAB	50	MW 4:30-5:45pm	ARMS 1103	VRABELY
PHIL 11005	LEC/LAB	50	TR 10:30-11:45am	KNOY B019	VRABELY

#### DR. VRABELY'S 11005 SECTION DESCRIPTION:

This course uses video games to demonstrate many of the fundamental problems of philosophy: What is the nature of reality? What can we know about the world and how do we know it? Should we be skeptics? Is morality real? Is there a connection between morality and living a good life? To better understand the philosophical problems presented in text, students will engage with these problems through active learning by playing video games relevant to these issues in lab sections. In lab sessions, students will play a variety of games to support reflection on course readings, and to challenge them to think deeply and begin to form answers to the philosophical questions posed by the course.

### **11100 Introduction to Ethics**

A study of the nature of moral value and obligation. Topics such as the following will be considered: different conceptions of the good life and standards of right conduct; the relation of nonmoral and moral goodness; determinism, free will, and the problem of moral responsibility; the political and social dimensions of ethics; the principles and methods of moral judgment. Readings will be drawn both from contemporary sources and from the works of such philosophers as Plato, Aristotle, Aquinas, Butler, Hume, Kant, and J. S. Mill.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11100	LEC/REC	225	TR 12:30-1:20pm	UC 114	KAIN

#### DR. KAIN'S 11100 SECTION DESCRIPTION:

Are there objective standards for human actions? Is there such a thing as moral obligation? What makes a human life good? In this course, we will grapple with these philosophical questions by examining some classical and contemporary attempts to answer them. We will study, and argue with, great philosophers such as Plato, Aristotle, Thomas Aquinas, Immanuel Kant, and John Stuart Mill, and some of their recent interlocutors.

### **11400 Global Moral Issues**

A systematic and representative examination of significant contemporary moral problems with a focus on global issues such as international justice, poverty and foreign aid, nationalism and patriotism, just war, population and the environment, human rights, gender equality, and national self-determination.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11400	LEC/REC	150	TR 9:30-10:20am	WTHR 172	DAVIS
PHIL 11400	LEC	35	MWF 9:30-10:20am	BRNG 1268	GRAD

#### DR. DAVIS' 11400 SECTION DESCRIPTION:

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.)**

A 1 credit, 2<sup>nd</sup> 8 weeks course for philosophy majors designed to help them navigate their progress toward the PHIL degree and what they will eventually apply it to doing. Students will gain an understanding of what the different branches of philosophy explore, plan a path of study through the major requirements, and develop a portfolio of professional documents toward applying to internships and jobs. PHIL majors are encouraged to take this course in the spring of their first or second year.

<b>Course</b>	<b>Type</b>	<b>Enrolment</b>	<b>Time</b>	<b>Bldg/Rm</b>	<b>Instructor</b>
PHIL 11500	LEC	20	MW 1:30-2:20pm	BRNG 1268	OOLEY

### **15000 Principles of Logic**

[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.

<b>Course</b>	<b>Type</b>	<b>Enrolment</b>	<b>Time</b>	<b>Bldg/Rm</b>	<b>Instructor</b>
PHIL 15000	LEC	40	MW 4:30-5:45pm	BRNG 1268	TULODZIECKI

## 200 LEVEL COURSES

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

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. 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.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 20700	LEC/REC	75	TR 10:30-11:20am	WALC 1087	DAVIS
PHIL 20700	LEC	35	TR 1:30-2:45pm	BRNG 1268	DAVIS
PHIL 20700	LEC	35	MWF 11:30am-12:20pm	BRNG 1268	GRAD

### 20800 Ethics of Data Science

As applications of data science permeate more aspects of our lives, new and important ethical issues are arising. However, especially because we're entering uncharted territory, reasoning clearly about the ethical implications of data science isn't easy. This course provides students with the tools for doing so, including a conceptual framework for ethical reasoning in professional settings, as well as a procedure for case-study analysis that allows students to practice employing this conceptual framework. Together, these components help prepare students to be ethical professionals and responsible global citizens.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 20800	LEC	35	MWF 12:30pm-1:20pm	BRNG 1268	GRAD

### 21900 Philosophy and the Meaning of Life

An introduction to the primary figures and themes of existentialism, including Dostoyevsky, Kierkegaard, Nietzsche, Heidegger, Sartre, de Beauvoir, and Primo Levi.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 21900	LEC	35	TR 9:00-10:15am	BRNG 1230	SMITH

### 22100 Introduction to Philosophy of Science

We believe science is a very special discipline, capable of answering intriguing questions about the universe, and also capable of creating technologies that profoundly affect our lives. But, what exactly is science and how is it different from things such as astrology or numerology? How do scientists actually confirm or reject their theories? How can social and political issues affect science? In this introductory course to the philosophy of science, we will study these and other questions about the scope and methods of science and the theories of its historical development.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 22100	LEC	35	TR 12:00-1:15pm	BRNG 1268	RAMÍREZ

### 22700 Science and Religion

Are science and religion like two ships passing in the night? Neither is relevant to the other? Or can science support, challenge, explain—or explain away—religion? This course examines how science in general, as well as specific scientific disciplines like evolutionary biology and physical cosmology, are related to religion in general and to particular religious traditions like Christianity.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 22700	LEC	35	TR 12:00-1:15pm	BRNG 1230	DRAPER

### 23000 Religions of the East (c/I 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.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 23000	LEC	18	MWF 10:30-11:20am	SCHM 308	RYBA
(REL 23000)	LEC	17	MWF 10:30-11:20am	SCHM 308	RYBA

### 23100 Religions of the West (c/I REL 23100)

A comparative study of the origins, institutions, and theologies of the three major Western religions, Judaism, Christianity, and Islam.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 23100	LEC	18	MWF 11:30-12:20pm	SCHM 316	RYBA
(REL 23100)	LEC	17	MWF 11:30-12:20pm	SCHM 316	RYBA

### 24000 Social and Political Philosophy

This course offers an introduction to and survey in political philosophy. Political philosophy asks abstract questions about government that are typically forgotten in the day-to-day of electoral politics. For instance: the state forces people to follow certain rules of conduct; if you fail to obey, then they lock you up against your will. What makes this morally permissible? Is it morally required to follow the state's laws? More generally, what should the state do with its coercive authority? How should our economy be structured? What is the permissible level of inequality in society? Should there be any inequality at all? Is democracy the best form of government? We will ask these questions and others over the course of the semester..

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 24000	LEC	35	TR 4:30-5:45pm	BRNG 1230	KOGELMANN

### 25701 Moral Minds: The Nature of Right and Wrong

This course will explore questions about the nature of morality that lie at the intersection of philosophy and psychology. Is genuine altruism possible, or is everybody selfish deep down? Is moral thinking driven by reason or emotion? Is there such a thing as moral character? Is anyone ever truly responsible for their actions? Do facts about our evolutionary history undermine objective morality? Is empathy...bad? What makes someone a jerk? We'll also think about what happens to moral psychology when it gets plugged into social media algorithms and polarized political environments.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 25701	LEC	35	TR 3:00-4:15pm	BRNG 1268	WESTRA

### 27500 Philosophy of Art

An introductory philosophy course with a particular target and a certain focus. The target is *art*, of course. "Art History" and "Art Appreciation" are the names of some distinct but related courses – differing from ours in focus that we'll find ourselves getting clearer about, almost without trying. (So if you had any interest in art history or art appreciation, you won't come away empty-handed.) But as for their shared target, i.e. art: *what is that?* Some folks in the business – some philosophers, some connoisseurs, some well-heeled scholars, some self-appointed art-critics – reckon art to include epic poetry and dance and garden-variety brooms that you can buy at the hardware store. On that way of thinking, the target swells to become so liberally vast and wide as to be... well, pretty much anything you please. In that case, hitting the target becomes so easy that sane philosophers will tell you the philosophy quickly becomes maximally difficult. Professor Cover says "*no good, that.*"

...No good, especially for an introductory course. Philosophy itself is hard enough. So we will run the course like this: we'll learn some philosophy (and some art history and some art appreciation) by narrowing our target to questions about *the nature, function and value of art, with special focus on visual art*. (You can swap 'graphic' for 'visual' without any risk. Think paintings, for example – though of course an old etching or engraving would surely count; if sculpture enters the game, architecture probably won't.) We'll look at some, or rather at pictures of some, along the way. But mostly, we will be slowing down to ask important and difficult-enough questions that arise when thinking carefully together about what's going on with these wonderful objects – with this landscape painting or that portrait or even this depiction (on canvas, say, not from a camera) of something that...cannot be seen.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 27500	LEC	35	TR 1:30-2:45pm	BRNG 1230	COVER

### 29300 Fun and Other Untimely Values

What makes a life worth living is an important question and also a hard one. Philosophers have debated it for as long as there's been philosophy. Moreover, today's world seems to offer us a range of values we might choose from — authenticity, beauty, creativity, piety, kindness, frugality, tradition, boldness. Leading a worthwhile life often depends on finding a good balance between them. In this class, we'll consider recent philosophical discussions of values that have often been disparaged as unserious, looking at spirited defenses of fun, games, play, awesomeness, mischievousness, and idleness. We'll think about how these are related to each other, and to some valuable but less paradigmatically fun elements of life like work, morality, striving, ordinariness, and awkwardness. We'll consider how a person might wisely prioritize different values, and even take steps towards fashioning their own idiosyncratic ones, so that they can create a life that is good, that fits who they are, and that helps them become the person they want to be.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 29300	LEC	24	TR 10:30-11:45am	BRNG 1230	KELLY

## 300 LEVEL COURSES

### 30100 History of Ancient Philosophy

A survey of Greek philosophy from its beginning in the Milesian school through the Presocratics to Plato and Aristotle.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 30100	LEC	35	M 2:30-4:20pm W 3:30-4:20pm	BRNG 1268	MARIÑA
PHIL 30100	LEC	35	TR 4:30-5:45pm	BRNG 1268	SCHROEDER

#### DR. MARIÑA'S 30100 SECTION DESCRIPTION:

This class will be an exploration of some of the principal themes and figures of Ancient Greek philosophy. We will be covering weighty issues in physics, metaphysics, epistemology, and ethics as they emerged in Ancient Greek thought, especially questions regarding the nature of Being, the nature of the soul, and what justice is. We will spend 3 1/2 weeks on the Presocratics and Socrates, 5 1/2 weeks on Plato, and 6 weeks on Aristotle.

#### DR. SHROEDER'S 30100 SECTION DESCRIPTION:

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?

### 30300 History of Modern Philosophy

Concentrates on the major philosophical writers from the Renaissance to the beginning of the nineteenth century: Descartes, Hobbes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant. Some in other areas, e.g., Galileo, Newton, Calvin, are also considered.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 30300	LEC	35	TR 9:00-10:15am	BRNG 1268	COVER
PHIL 30300	LEC	35	TR 10:30-11:45am	BRNG 1268	JACOVIDES

#### 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 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 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. 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.

**32200 Philosophy and Technology**

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

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 32200	LEC	22	TR 12:00-1:15pm	BRNG 1248	SMITH

**35000 Philosophy and Probability**

The aim of this course is to use mathematical probability to explicate the concept of evidence and then use that explication to address a variety of foundational problems in the philosophy of science. Topics include the rules of mathematical probability and their relevance to philosophy of science; the basic structure of scientific reasoning; the issue of why simpler theories are, not just easier to use, but more likely to be true; the question of whether or why strong or conclusive evidence against a scientific theory is, in principle, easier to come by than strong or conclusive evidence for it; challenges to the method of statistical significance testing; and the issue of how one theory can 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. There are no pre-requisites for this course, but competence in basic arithmetic and algebra is presupposed. The main requirements for the course are regular attendance, homework, quizzes, and a comprehensive final exam.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 35000	LEC	35	TR 3:00-4:15pm	BRNG 1230	DRAPER

**35501 Major Questions in Cognitive Science**

This course starts with a fundamental question: what things, if anything, make up the mind? Are there such things as beliefs, desires, hopes, dreams, fears, and pains from stubbed toes? Are there only neural states and their patterns of firing? Or does the mind just reduce to patterns of behavior? This course will give students an introduction to the philosophical study of the mind in light of contemporary cognitive science. Through engaging both with traditional work in the philosophy of mind and cutting-edge work in psychology, neuroscience, and computer science, students will be able to construct their own philosophical arguments about the fundamental nature of mind.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 35501	LEC	35	MW 4:30-5:45pm	BRNG 1230	KARLAN



## 400 LEVEL COURSES

### 41100 Modern Ethical Theory

A philosophical examination of the major controversies in the history of modern ethics, including the place of reason in ethics, the basis of moral obligation, and the relation between science and ethics. We will study Hobbes, Leibniz, Hume, Kant, Mill, Nietzsche, and others; paying particular attention to the work of Hume and Kant.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 41100	LEC	20	TR 3:00-4:15pm	BRNG 1248	KAIN

### 42100 Philosophy of Science

In this course, we will explore debates in contemporary philosophy of science. Specifically, we will consider the following questions: What is a law of nature? What, if anything, makes a scientific explanation different from other types of explanations? What are scientific models and what do they tell us about the world? What, if anything, do theories tell us about the fundamental structure of the world? And what is the influence of socio-political values in the production of scientific knowledge? In considering these topics, students will come to a clearer understanding of the scope and methods of science.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 42100	LEC	20	TR 4:30-5:45pm	BRNG 1248	RAMIREZ

### 42400 Recent Ethical Theory

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

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 42400	LEC	20	MWF 10:30-11:20am	BRNG 1268	VRABELY

### 49000 Spinoza

According to Hegel, "If one begins to philosophize, then one must first be a Spinozist." We'll begin to philosophize by studying Spinoza's work. We'll figure out whether he was a God-intoxicated man or the founder of a system of philosophical atheism. We'll see how his metaphysics, ethics, philosophy of mind, and political philosophy fit together. Three papers will be assigned, along with a requirement to write a question or comment on the reading for most classes.

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

### **49000A Philosophy of Artificial Intelligence**

Artificial intelligence technologies, driven by advances in machine learning, have come to dominate more and more of our everyday lives. From the algorithm that schedules you for work to the large language model you use to brainstorm for essays, AI is everywhere now. This course asks: how can we live well, as human beings, in the age of AI? Through a thorough philosophical analysis of AI, technology, and ethics more generally, students will answer questions such as: what is the meaning of work in an age where AI can automate so many jobs? Should students be able to use LLMs to write their final papers for courses like this one? Is AI a threat to democracy, or even to society as we know it? Or is AI hype massively overblown?

<b>Course</b>	<b>Type</b>	<b>Enrolment</b>	<b>Time</b>	<b>Bldg/Rm</b>	<b>Instructor</b>
PHIL 49000A	LEC	20	M 2:30-4:20pm W 3:30-4:20pm	BRNG 1230	KARLAN

## 500 LEVEL COURSES

### 53200 Studies in Theory of Knowledge

The focus of the course will be contemporary analytic epistemology. The four main topics we will look at are:

1. the foundationalism-coherentism debate;
2. the internalism-externalism debate;
3. skepticism and responses to it;
4. epistemic probability.

Course requirements: keeping up with the reading, a short paper, a long paper, a class presentation, and several shorter written assignments (no exam).

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 53200	LEC	10	R 1:30-4:20pm	BRNG 7119	BERGMANN

### 54000 Studies in Social and Political Philosophy

This seminar will look at recent work in democratic theory on political parties, partisanship, political epistemology, and militant democracy.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 54000	LEC	10	M 2:30-5:20pm	BRNG 7119	KOGELMANN

### 55300 Mathematical Logic

An introduction to metatheoretic studies of formal axiomatic systems. Basic set theory is developed for use as a tool in studying propositional calculus. Further topics may include many-valued logics and basic (metatheory for) modal or predicate logic.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 55300	LEC	10	M 11:30-2:20pm	BRNG 7119	TULODZIECKI

## 600 LEVEL COURSES

### 60100 *Plato's and Aristotle's Ontology and Metaphysics* OR *Aristotle's and Stoic Ethics* (choose one)

I am prepared to offer a seminar on one of two topics: Either *Plato's and Aristotle's Ontology and Metaphysics* OR *Aristotle's and Stoic Ethics*. If the former, we will start with Parmenides' poem arguing to the unreality of the spatio-temporal world, turn next to Plato's *Parmenides* and *Sophist*, which ends with a renunciation of "father" Parmenides, and conclude with many weeks devoted to Aristotle's *Categories* and *Metaphysics ZH*, a critique of Plato's metaphysics. If the latter is preferred, we will read Aristotle's *Nicomachean Ethics*, then turn to the major topics in Stoic ethics, and conclude with a selection of recent articles on Aristotle, Kant(!), and the Stoics, devoted to a "rethinking of happiness and duty."

**\*\*Interested participants are invited to cast a vote (to [dfrank@purdue.edu](mailto:dfrank@purdue.edu)) with their preference. I promise to be bound by the will of the majority.\*\***

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

### 68000 Pedagogy Seminar

This graduate seminar provides graduate students with a forum to discuss and enact teaching strategies. Over the course of the term, weekly meetings will be devoted to a discussion and implementation of issues in teaching, learning, and assessment. The goal of this course is to prepare and enhance the teaching portfolio of our students and to make them more effective teachers in the classroom.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 68000	LEC	10	T 1:30am-4:20pm	BRNG 7119	PARRISH

### 68500 The Philosophy of Kant

This seminar will be an in-depth exploration of Kant's ethics, focusing on *Groundwork*, the second *Critique*, and Kant's *Religion*. We will be discussing issues treated in my book, forthcoming with Cambridge University Press, *Kant's Metaphysics of the Will*. Topics treated will be a) Kant's account of the will, b) the nature of Morality and Kant's Categorical Imperative, c) With what right (*quid juris*) is the categorical imperative binding? d) the relation between *Groundwork* and the Second *Critique*, e) the highest good, and d) the nature of radical evil. Students will be responsible for several in-class presentations (three or four) and either two short papers or a longer seminar paper at the end. Students will be encouraged to submit their papers for presentation at a conference, or to produce a draft of a paper suitable for publication.

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 68500	LEC	10	W 11:30am-2:20pm	BRNG 7119	MARINA



**PURDUE  
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Department of Philosophy