

Department of Philosophy**Fall 2015****Course Descriptions****[CRN – 20726] 1013/001 *Introduction to Philosophy****MWF, 9:30-10:20****TBA****[CRN – 32334] 1013/002 *Introduction to Philosophy****MWF, 12:30-1:20****TBA****[CRN – 32335] 1013/003 *Introduction to Philosophy (Honors)****TR, 12:00-1:15****Montminy****This section requires permission from the Honor's College**

This course is a thematic introduction to philosophy that focuses on some of the most central issues in the field. The topics we will discuss include the existence of God, the mind-body problem, free will, the nature of persons, and the nature of good and evil. By the end of the semester, students will not only be familiar with some of the central philosophical questions, but will have developed and sharpened their analytic and argumentative skills. Readings: course packet

[CRN –35045] 1013/900 *Introduction to Philosophy**T, 6:30-9:20****TBA****[CRN – 23802] 1013/995 *Introduction to Philosophy****ONLINE****TBA****[CRN – 20733] 1103/001 ****Critical Reasoning****MWF, 10:30-11:20****Cook**

This is not a typical philosophy class. It has the purely practical goal of developing thinking skills that you will apply outside of this particular class. Accordingly, we won't stress facts or complicated formulas that you might quickly forget. (The facts we will discuss are fascinating and hard-to-forget discoveries about how people reason badly.) We will stress techniques that you can use in other classes and in everyday life (and on tests like the Law School Admission Test and the Graduate Management Admission Test). Coursework: three one-hour examinations, quizzes, and short homework assignments. Texts: Daniel Kahneman, *Thinking, Fast and Slow*, and Swyer, *The Critical Reasoning Course Manual* (the Swyer text will be available free online).

[CRN – 20735] 1113/001 * Introduction to Logic****MWF, 11:30-12:20****Priselac****Prerequisite: Math 0123 or satisfactory score on Math Placement Test**

People constantly offer arguments in support of their claims. In interviewing for a job, you try to convince the employer that you are the beset employee for the job. A prosecutor tries to establish the guilt of the defendant. A politician aims to persuade the public that her tax-cut is good for the nation, etc. In trying to convince, establish, or persuade we offer arguments. But what makes an argument *a good argument*, one that *ought* to persuade someone? This course is an introduction to the study of what makes for good arguments and reasoning, with an emphasis on analyzing the formal properties of arguments.

[CRN – 20736] 1113/002 *Introduction to Logic****MWF, 9:30-10:20****Priselac****Prerequisite: Math 0123 or satisfactory score on Math Placement Test**

People constantly offer arguments in support of their claims. In interviewing for a job, you try to convince the employer that you are the beset employee for the job. A prosecutor tries to establish the guilt of the defendant. A politician aims to persuade the public that her tax-cut is good for the nation, etc. In trying to convince, establish, or persuade we offer arguments. But what makes an argument *a good argument*, one that *ought* to persuade someone? This course is an introduction to the study of what makes for good arguments and reasoning, with an emphasis on analyzing the formal properties of arguments.

[CRN – 23803] 1113/003 *Introduction to Logic****TR, 12:00-1:15****Hawthorne****Prerequisite: Math 0123 or satisfactory score on Math Placement Test**

Deductive Logic is the logic by which the premises of an argument, if they are true, may *guarantee* that the conclusion of the argument is also true. This kind of logic is a central component of human reasoning. It plays an especially important role in the sciences and in mathematics. This course will introduce you to the central concepts of Deductive Logic: *truth, tautology, contradiction, contingent sentence, logically consistent collection of sentences, logically equivalent pair of sentences, valid deductive argument*. You will learn techniques for evaluating these logical properties of sentences and collections of sentences. We will first study the logic of compound sentences, called *sentential logic*. Then we will investigate the logic that attends the internal structure of sentences, called *predicate logic*. We will also briefly study *Inductive Logic*, which is the logic through which evidence may *support* (but not *guarantee*) the truth of a conclusion – it is the logic by which evidence supports scientific hypotheses and theories.

[CRN – 20738] 1213/001 *Introduction to Ethics**MWF, 1:30-2:20****TBA****[CRN – 25801] 1213/002 *Introduction to Ethics****TR, 10:30-11:45****Sankowski**

Basic issues in moral philosophy examined through a consideration of selected philosophers, including a sampling of normative theories as well as an introduction to issues of metaethics.

[CRN – 28802] 1223/001 Introduction to Asian Philosophy**TR, 1:30-2:45****Olberding**

This course surveys some of the most important philosophies from Asia, including the Vedic tradition and Buddhism from India, Confucianism and Daoism from China, and Zen Buddhism from China and Japan. The traditions of Asia are quite diverse, but we will focus throughout on the ways in which different traditions effectively propose “ways of life” aimed at securing well being, satisfaction, and meaning in human life. Rather than treat traditions broadly, we will look closely at a small selection of classical texts, including: the *Upanishads*, *Dhammapada*, *Bhagavad Gita*, *Analects*, *Daodejing*, *Mengzi*, *Zhuangzi*, and writings from several Zen Buddhist sources. Evaluation will include exams, quizzes, short writing assignments, and one paper.

[CRN – 34856] 1273/002 *Introduction to Business Ethics**MWF, 11:30-12:20****TBA****[CRN –32350] 1273/010 *Intro to Business Ethics****MW, 12:30-1:20****Trachtenberg**

In this class you will think about the ethical dimension of business, from the morality of market institutions to the ethical issues involved in the relations between businesses and their customers, employers and their employees, and firms and their shareholders. You will consider specific cases in order to make and discuss ethical judgments about them. But in order to improve your thinking about cases you will also learn about the moral theories philosophers have developed, and which you can use to explain and justify your ethical judgments. And you will explore moral psychology—what goes on in people's minds as they make moral decisions. Course work will include frequent quizzes on the reading; three short papers; and three exams.

*Denotes a Core Area IV 'Western Civilization and Culture' General Education Course

**Denotes a Core Area IV 'Non-Western Culture' General Education Course

***Denotes a Core Area I 'Mathematics Component' General Education Course

****Denotes a Core Area III 'Social Science' General Education Course

[CRN – 35431] 1273-020 *Intro to Business Ethics

MW, 1:30-2:20

Trachtenberg

In this class you will think about the ethical dimension of business, from the morality of market institutions to the ethical issues involved in the relations between businesses and their customers, employers and their employees, and firms and their shareholders. You will consider specific cases in order to make and discuss ethical judgments about them. But in order to improve your thinking about cases you will also learn about the moral theories philosophers have developed, and which you can use to explain and justify your ethical judgments. And you will explore moral psychology—what goes on in people’s minds as they make moral decisions. Course work will include frequent quizzes on the reading; three short papers; and three exams.

[CRN – 35456] 1713-001 *Justice in Society

MWF, 10:30-11:20

Ellis

Philosophers have always addressed the issue of *justice*. They often do so by imaginatively constructing ideally just societies. While this approach has yielded important insights, it is important to recognize that no actual society is ideal. Real societies, past and present, are characterized by *injustice*: sexism, racism, ethnic hatred, economic discrimination, religious discrimination, etc. To fully understand the demands of justice, we need to not only to reflect on the sort of society we should end up with; we need to think about how to get from here to there without ignoring, and so ratifying the results of, past and present transgressions. This course will be concerned with introducing student to justice, both as a regulative ideal and as a conscious process of social transformation.

[CRN – 28805] 3023/001 *Aesthetics

TR, 12:00-1:15

Irvin

In this course, we’ll consider a variety of questions about art: What is art’s purpose? What makes one artwork better than another? How do we decide which is better, and do some people’s judgments carry more authority than others? How do gender and race figure in the production and evaluation of art? How can theories of art accommodate different cultural perspectives? Do artworks have an overriding value for society? What’s the right way to interpret art? We will look at some particular art forms, including photography, fashion and popular music. To keep the texture of real art in mind, we will look at images, listen to music, etc. We will consider aesthetics (traditionally, the study of beauty) in relation to our understanding of everyday experience and of human appearance. Text: photocopied course pack including a mixture of historical and contemporary works by philosophers and art theorists. Course assignments include essays, short in-class writing assignments, and a final exam consisting of essay questions distributed in advance.

[CRN – 33805] 3253/001 History of Ethics

TR, 1:30-2:45

Sankowski

This course aims primarily to encourage critical and constructive thinking, dialogue, and practical engagement about one’s own ethical ideas, as well as their pragmatic societal functions. This is furthered in part by developing an appreciation of history of philosophical ethics, the cultural contexts in which such ethics has figured, and some comparisons with alternative ways of conceiving ethics.

The course includes reading of older, classical and more contemporary authors. Authors and works examined will include some subset of selections from the following: Aristotle, *Nicomachean Ethics* (selections); Kant, *Groundwork of the Metaphysics of Morals* (selections); J.S. Mill, *Utilitarianism* (selections) OR Mill, *On Liberty* (selections);

J.-P. Sartre, *Existentialism and Human Emotions* (selection, consisting of part of essay, “Existentialism”); C. Taylor, *The Ethics of Authenticity* (selections); P. Singer, *One World-The Ethics of Globalization*, Second Edition (selections), A. Sen, *Identity and Violence-The Illusion of Destiny* (selections). Emphasis is on the quality of understanding of reading selections, rather than the quantity of reading.

Assuming adequate grading help, and depending on available course time, there will be two to four primarily essay-focused exams. On each of these exams, 25% of the grade will concern short (one-sentence to a-few-sentences) answers to a number of definition-type or factual questions about the texts, and 75% of the grade will be for an essay or essays requiring familiarity with the texts and related ethical issues, capacity to evaluate course material critically, and a capacity to state one’s own constructive ethical views, and to justify them with reasoning and/or evidence.

Assuming adequate grading help, there will also be one writing exercise equivalent in length to a short paper, minimum, five pages. Only for those students who are philosophy majors and enrolled in 3853, and/or who are also enrolled in the one-credit-hour Philosophy Department writing workshop, there will be some additional writing. This depends on details yet to be determined, and might include a short diagnostic paper and/or a longer paper, minimum eight to ten pages, rather than the five page paper from other (that is, 3253) students. Possibly one additional short reading will be expected only for students enrolled in 3853 or the writing workshop.

The class will proceed by Socratic questions and discussion to the extent possible given class size, with some talk by the teacher to guide and respond to discussion.

Texts: Some subset of selections from Aristotle, *Nicomachean Ethics*; Kant, *Groundwork of the Metaphysics of Morals*; Mill, *Utilitarianism/On Liberty*; Sartre, *Existentialism and Human Emotions*, Taylor, *The Ethics of Authenticity*; Singer, *One World-The Ethics of Globalization* (2nd edition); Sen, *Identity and Violence-The Illusion of Destiny*, JP Sartre, *Existentialism and Human Emotions*.

[CRN – 23846] 3273/001 *Ethics & Business

MW, 3:00-4:15

Ellis

This course looks at more than how businesses can “play nice.” We will start with the economic & ethical presuppositions of business behavior in a capitalist system. After examining issues involving the justification of markets systems (e.g., the moral importance of economic efficiency, liberty interests in commerce) we will draw some lessons about the general rights & responsibilities of businesses. Time permitting, we will then consider some specific topics in light of those lessons: government intervention in markets, labor relations, environmental concerns, etc.

[CRN – 23618] 3313/001 *History of Ancient Philosophy

TR, 3:00-4:15

Benson

Prerequisite: 1013 + one of the following (1103, 1113, 1203, 1213, 2023, 2403)

After a brief survey of the philosophical views of the Pre-Socratic philosophers, the bulk of the course will fall into three major sections: (1) the philosophy of Socrates, during which we will study Plato’s *Apology*, *Crito*, *Euthyphro*, and *Meno*, (2) the philosophy of Plato, during which we will study Plato’s *Meno*, *Phaedo*, and *Republic*, and (3) the philosophy of Aristotle, during which we will study parts of Aristotle’s *Categories*, *Physics*, *De Anima* and *Nicomachean Ethics*. We will consider issues in ethics, epistemology, and metaphysics. Our primary concern will be to interpret these philosophical texts, but also to some extent to evaluate them. **Assignments:** *There will ten short (250 words) writing assignments, a short paper (900-1200 words), a longer paper (2100-2400 words) and a final comprehensive exam.* **Text:** Cohen, Curd, and Reeve (eds.), *Readings in Ancient Greek Philosophy: From Thales to Aristotle* (4th edn.).

[CRN – 32806] 3393/001 *History of Analytical Phil

MWF, 1:30-2:20

Cook

We will survey some of the highlights of 20th Century Anglo-American philosophy by discussing some of its key movements and some of its key essays. We will examine movements that tried to solve or dissolve philosophical problems by examining language and meaning: logical atomism, logical positivism, Oxford ordinary language philosophy, Wittgensteinianism, and the late 20th century appeal to possible worlds. And we will examine such key essays as G. E. Moore’s “A Defence of Common Sense,” Bertrand Russell’s “Knowledge by Acquaintance and Knowledge by Description,” Gilbert Ryle’s “Systematically Misleading Expressions,” J. L. Austin’s “A Plea for Excuses,” Edmund Gettier’s “Is Justified True Belief Knowledge?,” and Hilary Putnam’s “Brains in a Vat.”

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****Denotes a Core Area III ‘Social Science’ General Education Course

[CRN – 34997] 3423/001 *Ancient & Medieval Religious Phil

TR, 12:00-1:15

Judisch

This is a course in Western religious philosophy from the pre-Socratics to the end of the Middle Ages, a period of over 2000 years. We will study it thematically rather than chronologically in order to make the dialectical clash of different positions on the same issue more vivid. Topics include the development of the concept of God, whether there is life after death, arguments for the existence of God, the debate over the origin of time and the universe, whether the world could have been different than it is, fate and free will, the personhood of God, and the relation between faith and reason. Readings include works by Plato, Aristotle, Epicurus, Tertullian, Clement of Alexandria, Augustine, Boethius, Al-Ghazali, Averroes, Maimonides, Aquinas, Duns Scotus, and William of Ockham.

[CRN – 23808] 3503/001 *Self & Identity

TR, 9:00-10:15

Judisch

This is a course about the self. In it we will explore the concept of the self and various problems which arise in connection with it, including the question of what personhood is, how persons retain their individual identity over time and through change (if, indeed, they do), what the characteristic powers of selves are – with particular attention paid to the concept of free will – and how we know and sometimes fail to know things about ourselves. We begin with an examination of the “unity of consciousness” – the feature of human consciousness which presents our experience as consisting in a unified “field,” and which leads to considerations about our own self-unity. The second unit of the course focuses on theories of personal identity and the problem of identity through time. In the third unit we will study free will; we’ll want to get straight on what free will is supposed to be, the conditions under which we act freely (if indeed we do) and what sorts of beings we must be like assuming we do in fact possess free will. We will finish by discussing the issues of self-knowledge and self-deception.

Our aim is to figure out as much as we can about the self and thus ourselves; failing that, we’ll at least try to figure out, as Walker Percy puts it, “Why it is possible to learn more in ten minutes about the Crab Nebula in Taurus, which is 6, 000 light-years away, than you presently know about yourself, even though you’ve been stuck with yourself all your life.”

[CRN – 32367] 3753/001 *Philosophy of Race

TR, 9:00-10:15

Irvin

This course will introduce students to philosophical thinking about race. We will consider questions like these: What is race? Is there such a thing? Should we use racial categories in social and political thinking, or would it be better to drop them? How should ongoing racial injustice be rectified and, ultimately, eliminated? Can one’s race give one special access to knowledge about the world? How does racial identity intersect with other aspects of identity, including sex and gender? What would a truly racially just world be like? Text: photocopied course pack. Course assignments include essays, short in-class writing assignments, and a final exam consisting of essay questions distributed in advance.

[CRN – 34444] 3811/001 Philosophy Writing Workshop

R, 10:30-11:45

TBA

[CRN – 23841] 3813/001 History of Ancient Philosophy for Majors

TR, 3:00-4:15

Benson

Prerequisite: Philosophy/E&R majors only. Permission required.

“Target course” for PHIL 3811/001 (Philosophy Writing Workshop)

After a brief survey of the philosophical views of the Pre-Socratic philosophers, the bulk of the course will fall into three major sections: (1) the philosophy of Socrates, during which we will study Plato’s *Apology*, *Crito*, *Euthyphro*, and *Meno*, (2) the philosophy of Plato, during which we will study Plato’s *Meno*, *Phaedo*, and *Republic*, and (3) the philosophy of Aristotle, during which we will study parts of Aristotle’s *Categories*, *Physics*, *De Anima* and *Nicomachean Ethics*. We will consider issues in ethics, epistemology, and metaphysics. Our primary concern will be to interpret these philosophical texts, but also to some extent to evaluate them. **Assignments: There will ten short (250 words) writing assignments, a short paper (1200-1500 words), a longer paper (2400-3000 words) and a final comprehensive exam. Text:** Cohen, Curd, and Reeve (eds.), *Readings in Ancient Greek Philosophy: From Thales to Aristotle* (4th edn.).

[CRN – 33809] 3853/001 History of Ethics for Majors

TR, 1:30-2:45

Sankowski

Prerequisite: Philosophy/E&R majors only. Permission required.

“Target course” for PHIL 3811/001 (Philosophy Writing Workshop)

This course aims primarily to encourage critical and constructive thinking, dialogue, and practical engagement about one’s own ethical ideas, as well as their pragmatic societal functions. This is furthered in part by developing an appreciation of history of philosophical ethics, the cultural contexts in which such ethics has figured, and some comparisons with alternative ways of conceiving ethics.

The course includes reading of older, classical and more contemporary authors. Authors and works examined will include some subset of selections from the following: Aristotle, *Nicomachean Ethics* (selections); Kant, *Groundwork of the Metaphysics of Morals* (selections); J.S. Mill, *Utilitarianism* (selections) OR Mill, *On Liberty* (selections);

J.-P. Sartre, *Existentialism and Human Emotions* (selection, consisting of part of essay, “Existentialism”); C. Taylor, *The Ethics of Authenticity* (selections); P. Singer, *One World-The Ethics of Globalization*, Second Edition (selections), A. Sen, *Identity and Violence-The Illusion of Destiny* (selections). Emphasis is on the quality of understanding of reading selections, rather than the quantity of reading.

Assuming adequate grading help, and depending on available course time, there will be two to four primarily essay-focused exams. On each of these exams, 25% of the grade will concern short (one-sentence to a-few-sentences) answers to a number of definition-type or factual questions about the texts, and 75% of the grade will be for an essay or essays requiring familiarity with the texts and related ethical issues, capacity to evaluate course material critically, and a capacity to state one’s own constructive ethical views, and to justify them with reasoning and/or evidence.

Assuming adequate grading help, there will also be one writing exercise equivalent in length to a short paper, minimum, five pages. Only for those students who are philosophy majors and enrolled in 3853, and/or who are also enrolled in the one-credit-hour Philosophy Department writing workshop, there will be some additional writing. This depends on details yet to be determined, and might include a short diagnostic paper and/or a longer paper, minimum eight to ten pages, rather than the five page paper from other (that is, 3253) students. Possibly one additional short reading will be expected only for students enrolled in 3853 or the writing workshop.

The class will proceed by Socratic questions and discussion to the extent possible given class size, with some talk by the teacher to guide and respond to discussion.

Texts: Some subset of selections from Aristotle, *Nicomachean Ethics*; Kant, *Groundwork of the Metaphysics of Morals*; Mill, *Utilitarianism/On Liberty*; Sartre, *Existentialism and Human Emotions*, Taylor, *The Ethics of Authenticity*; Singer, *One World-The Ethics of Globalization* (2nd edition); Sen, *Identity and Violence-The Illusion of Destiny*, JP Sartre, *Existentialism and Human Emotions*.

[CRN – 35457] 3900/001 Virtue Ethics

TR, 12:00-1:15

Zagzebski

This course will begin with an overview of the history of virtue ethics from the ancient Greeks to the present. We will then discuss a number of executive, moral, intellectual, and civic virtues and their related vices, and some of the fundamental philosophical questions that arise in the study of virtue ethics: What is a virtue? How is virtue related to a good life? Can virtue be taught? Can virtue be measured? What are the grounds for critique of some of the traditional virtues?

[CRN – 20755] 4133/001 Symbolic Logic I

MWF, 12:30-1:20

TBA

[CRN – 35000] 4533 & [CRN – 35001]5533/001 Philosophy of Language

R, 3:00-6:00

Montminy

This course will explore central issues in the philosophy of language. Our main focus will be on meaning and reference: What is meaning? What makes it the case that our words mean what they do? How is meaning related to reference? We will also examine issues in pragmatics such as speech acts, context sensitivity and metaphor. Throughout the semester we will attend to connections between the philosophy of language and other areas of philosophy, especially metaphysics and the philosophy of mind.

[CRN – 35004] 4613 & [CRN – 35005] 5613-900 Philosophy of Science

W, 7:00-10:00

Hawthorne

The Philosophy of Science is not just a pastime for philosophers. All scientists have views about the nature of what they study: about the ontology of their theories (i.e. about what their theories *say* the world is like), and about the epistemology of their disciplines (i.e. about what counts as *evidence* and about the logic by which evidence may come to support theoretical claims). To the extent that scientists think critically about such issues, they are engaged in the philosophy of science. Indeed, historically, many of the most influential philosophers of science have themselves been leading scientists.

Central philosophical issues in the Philosophy of Science include:

What is science, and what does it mean to be "scientific"?

What is the appropriate logic of evidential support, and to what extent may belief in the truth of scientific theories become warranted or justified?

What is a "scientific explanation" – what makes an explanation "scientific"?

What is *causation* and what role does it play in the sciences?

What is it to be a *law of nature*, and how do statements of *laws* differ from other kinds of statements?

In what sense (if any) are the "higher-level sciences" (e.g. biology, psychology, etc.) reducible to "lower-level", more fundamental sciences

(e.g. chemistry, and ultimately micro-physics)?

Issues in particular sciences, such as:

what's the nature of space, time, and the rest of reality according to our current best physical theories (relativity theory and quantum theory)?

Although we can't possibly cover all of these topics in detail in a single course, we'll touch briefly on most of them, and we'll spend a good deal of time on some. Our main focus will be on two issues: (1) the epistemology of the sciences, especially nature of evidential support; (2) what relativity theory and quantum theory imply about the nature of physical reality. Time permitting, we may also discuss some issues in evolutionary biology.

[CRN – 35006] 5313/900 Studies in Ancient Phil

T, 7:00-10:00

Benson

The aim of this course is to introduce advanced undergraduates and graduate students to Aristotle's philosophical works. The enormity and diversity of Aristotle's works make it impossible - even in a survey course - to survey them all. Accordingly, we will focus our attention on the following works: *Topics*, *Categories*, *Posterior Analytics*, *Physics*, *Metaphysics*, *De Anima*, and *Nicomachean Ethics*. (Even so, we will only read parts of the works.) These works represent all stages of Aristotle's philosophical development. They also represent Aristotle's methodology, epistemology, metaphysics, philosophy of nature, philosophy of mind, philosophy of science, and ethics.

The course will not presuppose any previous exposure to Aristotle or ancient philosophy in general, although, students who have been exposed to either will find the course somewhat less difficult. The requirements for the course will likely be two short textual studies or one long seminar paper, and numerous outlines of the required texts.

[CRN – 35458] 6383-001 Seminar in Chinese Philosophy

W, 3:00-6:00

Olberding

Early Confucianism is, in many respects, motivated by the conviction that our conduct in even the most prosaic, everyday contexts has significant moral import. The early Confucians, for example, conceive being well-mannered as a potent, essential feature of being morally exemplary. In the seminar, we will undertake study of a cluster of themes evident in this early Confucian sensibility. We will discuss mannerly virtues, as well as vices associated with failing in politeness. We will also entertain the deeper structures and moral pedagogy undergirding a system of morality in which it is not choice or decision, but habituation, emulation, and deference to established forms that most inform moral conduct. The seminar will, on the whole, be an exploration of forms of moral goodness in which the banal largely prevails – that is, of the early Confucian's privileging of what might seem to western interlocutors as the unexceptional, undramatic, and ordinary, as well as the tradition's heroicizing of those who well manage just this. In addition to reading early Confucian sources, we will also at least briefly touch on early Chinese critics of the Confucian program.

[CRN – 35459] 6393-001 Seminar in the History of Philosophy

M, 3:00-6:00

Priselac

This seminar will focus on Hume's *Treatise on Human Nature*. We will approach the *Treatise* by emphasizing the role that Hume's positive account of cognitive psychology—his theory of ideas—plays in underwriting some of his most famous and influential claims. At the very least we will be considering Hume's account of our cognition of substances and causation. Beyond those topics the course will follow the interest of the instructor and students. Anything from the three books of the *Treatise*, including its moral and meta-ethical views, is on the table

[CRN – 35007] 6523/001 Seminar in Epistemology

T, 3:00-6:00

Riggs

This course will be an in-depth consideration of readings in some specific topic within contemporary epistemology. The precise topic has not yet to be determined. Possibilities include topics in social epistemology, virtue epistemology, or wisdom, among others. Interested parties should feel free to contact Professor Riggs at wriggs@ou.edu. The requirements for the course will include in-class presentations and a term paper.