

**[CRN –10005] 1013/001 \*Introduction to Philosophy MWF, 9:30-10:20****Green**

This course focuses on some of life's most difficult yet most important questions. After a primer in critical thinking and logic (i.e. the rules for how to reason well and how to avoid common reasoning mistakes), we will focus on three big questions: (1) What, if anything, is knowledge, and how do we get it? (2) Which things, if any, are real, and how do we distinguish real from not real? (3) What, if anything, is morally good/ bad, and how should this effect our behavior? Our task throughout the course will be to practice using good reasons and good sources of evidence to construct persuasive cases in favor of the most plausible answers to these questions. The most important thing is not *what* answer you give, but rather *how well* you can explain and defend that answer. But this will not be an exercise in defending your view at all costs: philosophy is, at bottom, the practice of identifying, reflecting on, and when necessary changing your beliefs in order to be as justified as possible. Because this section is designed for students facing barriers to their educational access, enrollment is by instructor permission. To enroll or learn more about this course, please contact Prof. Sherri Irvin at [sirvin@ou.edu](mailto:sirvin@ou.edu). She wants to talk to you!

**[CRN –10006] 1013/002 \*Introduction to Philosophy TR, 10:30-11:45****Miller**

This course will introduce students to Western philosophy. We will explore the following topics: the existence of God, the badness of death, the scope of human knowledge, the nature of the mind, the possibility of free will, the continuity of persons over time, and the objectivity of morality. There will be an emphasis on analyzing and evaluating arguments.

**[CRN –27559] 1013/003 \*Introduction to Philosophy [Honors]TR, 12:00-1:15****Montminy****Requires permission from 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 mind-body problem, free will, the nature of persons, the existence of God, 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–38186] 1013/004 \*Introduction to Philosophy MWF,9:30:10:20****TBA**

This course will introduce a wide range of philosophical topics from several traditions: ancient and modern, American, European, and Asian. Some of these topics include formal logic, questions about the self and our identity, how we know things (or don't), and the ethics of food consumption, how we understand the idea of justice, and what kind of life is a good life. Students will be evaluated through a variety of assignments, including a short paper.

**[CRN –10011] 1013/995 \*Introduction to Philosophy Online****TBA**

Philosophy, like other disciplines in the Humanities, explores some of life's most fundamental questions. What is distinctive about Philosophy is its effort to address these questions through the human capacity to reason: philosophical answers are based on reasoned arguments, which analyze and seek to justify beliefs. Thus, Philosophy is a kind of self-examination, in which you will explore what you think, and then reflect on whether those opinions are really worth holding. This is the essence of the life of reason: to look critically at your own ideas.

In this course, therefore, you will examine your views on several core philosophical topics: the existence of God, the possibility of knowing about the world, what makes actions moral, and the justifications for governmental authority. The class begins with crash course in elementary logic. Each topic will be covered in a three-week unit. During the course you will read philosophical texts, in order to analyze traditional arguments and evaluate some classic answers to the questions explored in the units. As appropriate, you will consider how philosophical concepts can help you understand practical dilemmas, in particular in moral and political life. And you will practice expressing ideas through arguments which present and justify your reasons for holding your beliefs.

Course work will include:

- a series of short exercises, which will lead you through the ideas in each unit
- posts to the course discussion board, including answers to assigned questions, and responses to other students' answers
- tests on each unit (the final grade will be based on the best three of five unit tests)

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

\*\*Denotes a Core Area IV 'Non-Western Culture' General Education Course  
 \*\*\*\*Denotes a Core Area III 'Social Science' General Education Course

- a comprehensive final exam

All work will be submitted on-line, through D2L. The website will include readings, exercises, discussions of the issues raised by the exercises, detailed outlines of the ideas presented in the course, and study-guides for the exams.

The textbook for the course is *The Big Questions: A Short Introduction to Philosophy* (9th ed), by Robert Solomon & Kathleen Higgins (previous editions are acceptable). It is possible to purchase on-line access to just the assigned chapters of the textbook (as well as of the book as a whole); information on this option will be made available prior to the beginning of the semester.

**[CRN-35620] 1013/996 \*Introduction to Philosophy Online****TBA**

Philosophy, like other disciplines in the Humanities, explores some of life's most fundamental questions. What is distinctive about Philosophy is its effort to address these questions through the human capacity to reason: philosophical answers are based on reasoned arguments, which analyze and seek to justify beliefs. Thus, Philosophy is a kind of self-examination, in which you will explore what you think, and then reflect on whether those opinions are really worth holding. This is the essence of the life of reason: to look critically at your own ideas.

In this course, therefore, you will examine your views on several core philosophical topics: the existence of God, the possibility of knowing about the world, what makes actions moral, and the justifications for governmental authority. The class begins with crash course in elementary logic. Each topic will be covered in a three-week unit. During the course you will read philosophical texts, in order to analyze traditional arguments and evaluate some classic answers to the questions explored in the units. As appropriate, you will consider how philosophical concepts can help you understand practical dilemmas, in particular in moral and political life. And you will practice expressing ideas through arguments which present and justify your reasons for holding your beliefs.

Course work will include:

- a series of short exercises, which will lead you through the ideas in each unit
- posts to the course discussion board, including answers to assigned questions, and responses to other students' answers
- tests on each unit (the final grade will be based on the best three of five unit tests)
- a comprehensive final exam

All work will be submitted on-line, through D2L. The website will include readings, exercises, discussions of the issues raised by the exercises, detailed outlines of the ideas presented in the course, and study-guides for the exams.

The textbook for the course is *The Big Questions: A Short Introduction to Philosophy* (9th ed), by Robert Solomon & Kathleen Higgins (previous editions are acceptable). It is possible to purchase on-line access to just the assigned chapters of the textbook (as well as of the book as a whole); information on this option will be made available prior to the beginning of the semester.

**[CRN -10013] 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 Swoyer, *The Critical Reasoning Course Manual* (the Swoyer text will be available free online).

**[CRN -10021] 1113/002 \*\*\*Introduction to Logic MWF, 11:30-12:20**  
**Prerequisite: Math 0123 or satisfactory score on Math Placement Test****TBA**

This course provides an introduction to the aims and techniques of deductive logic with a focus on syllogistic, propositional, and predicate logic. Consideration is given to the requirements of correct reasoning with special emphasis on informal fallacies, syllogistic forms, and the analysis of extended arguments. Logic is the science of correct argument, and our study of logic will aim to understand what makes a correct argument good. What is it about the structure of a proper argument that

guarantees that, if the premises are all true, the conclusion will be as well? Our subject (though we can only scratch its surface) will be *truth and proof*, and the connection between them. Prerequisites: None.

**[CRN –33919] 1113/003 \*\*\*Introduction to Logic TR, 12:00-1:15**

**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.

**[CRN-35184] 1213/001 \*Introduction to Ethics MWF 12:30-1:20**

**Miller**

A growing number of college graduates are making as much money as they can in order to give it all away. In Missouri, a community avoids all electricity and petroleum, grows its own food, hosts hundreds of visitors a year, and offers a wide range of classes, never charging for anything. Drawing on real-life examples such as these, this course will introduce students to the field of ethics. The theories and concepts comprising the field will be explored in depth. Students will consider the ethical assumptions underlying their own lives, and how these assumptions might be challenged and transformed.

**[CRN –10024] 1213/002 \*Introduction to Ethics MWF 12:30-1:20**

**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 –33933] 1273/001\*\*Introduction to Business Ethics MWF, 1:30-2:20**

**TBA**

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.

**[CRN –34771] 1273/002 \*\*Introduction to Business Ethics MWF, 9:30-10:20**

**TBA**

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.

**[CRN –35192] 1273/003 \*\*Introduction to Business Ethics MWF, 11:30-12:20**

**TBA**

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.

**[CRN-29629] 1273/010 \*\*Introduction to Business Ethics MW, 11:30-12:20**

**Ellis**

Moral considerations pervade our lives and business situations are no exception. In this course, we will be concerned with the ethical content of commerce, from the morality of market institutions to the normative considerations involved in business -

customer, employer-employee, and firm-shareholder relations. We will consider all of these issues from the standpoints of moral theory and moral psychology

**[CRN-34769] 1713-001 \*Justice in Society****TR, 1:30-2:20****Irvin**

In this special section of Justice in Society, we will consider education as a social justice issue. Students will learn about concepts of justice and consider what justice means when it comes to their own access to higher education. They will do research related to barriers they are facing at OU: barriers like lack of money, the need to work very long hours, courses that aren't accessible given the student's disability, curricula that exclude the student's own culture or ethnicity, difficult courses without adequate support for student success, mental or physical health problems without adequate treatment, discrimination related to race, gender, disability, and/or LGBTQ identity, and others. Students will research solutions that are available for their educational barriers, and will also identify ways that universities including OU could be more effective at helping students overcome these barriers. All readings for this class will be posted on Canvas; there will be no books to purchase.

**[CRN-34524] 3033/001 \*Philosophy and Literature****TR, 9:00-10:15****Olberding**

This course operates on the assumption that there are elements of human experience that merit careful philosophical consideration yet resist easy capture in the abstract reasoning that is the principal instrument of philosophical work. One such element is human mortality. Death is both a potent object of philosophical reflection and difficult to address adequately using only the tools of philosophy. Narrative representation of mortality and the anxieties it engenders offer a mechanism for joining the abstract reflection of philosophy to the consideration of death as it manifests in the particular circumstances of individual persons. In this course we will read several works of fiction that aim, both directly and indirectly, to represent the mortal condition. We will treat these works philosophically, asking what insight they offer into concerns about mortality. Evaluation will include essay exams, a term paper, and short writing assignments.

**[CRN-35183] 3243/001 Civility****TR, 12:00-1:15****Olberding**

This class will address the moral, social, and political aspects of the virtue of civility. We will consider questions such as: Does civility express moral, social, and political values, and if so, what are the relevant values? Is being uncivil or rude a moral vice? Are there circumstances that make being uncivil morally acceptable or even required? Given the historical connection between certain civility norms and unjust distinctions of class, race, and gender, how are tensions between the "civil" and the moral to be navigated? What is the relation between civility and political dissent? How might civility contribute to human flourishing that is distinctively social rather than merely individual? Do changes in the technologies of communication change the conditions for civil society and polite interaction between persons? Our course readings will range from theoretical works linking civility to broad moral and political concerns to more applied approaches that seek to address how civility practices have altered alongside historical, sociological, and technological changes in society. Evaluation will include short writing assignments, a longer essay, and at least one exam.

**[CRN-33262] 3273/001 \*Ethics and Business****MWF, 3:00-4:15****Sankowski**

This course will examine selected ethical issues about "economic development". Specifically, we examine the ethically legitimate or otherwise ethically relevant evaluative standards (including normative ethical cultural, legal, and political standards) for businesses. Business organizations obviously currently do play and in the foreseeable future will continue to play an important part in the political economy of "development". What role ought this to be? The course will be philosophical and also interdisciplinary. Options for societal arrangements will be considered. Topics will include but not be limited to some subset of the following. Business activity and "sustainable development" will be discussed, including environmental ethics/politics issues. We may consider poverty alleviation and global justice topics insofar as they are related to business. The ethics of the respective societal roles of government and market(s) will be considered. The ethical relevance of globalization will be considered. Ethical questions about corporate governance will be considered. Other more specific ethics topics about business may be examined, if there is time for that. Authors and texts discussed may include but will not be limited to some subset of: selections from the report by Gro Harlem Brundtland and her collaborators (Our Common Future, 1987). Selections may be discussed from work

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by the economist and philosopher Amartya Sen (selections from *Development as Freedom*, 1999, possibly from *The Idea of Justice*, 2009, and other Sen writings) and some work by the economist Joseph Stiglitz (selections from *Creating a Learning Society*, 2015, co-authored by Stiglitz with business professor Bruce Greenwald). There will be a midterm and a final, as well as a "research paper".

**[CRN-35182] 3293/001 \*Environmental Ethics TR, 10:30-11:45 Trachtenberg**

Ethically speaking, is it the right thing for people to respect nature, by (as much as possible) leaving it alone? Or, if we think that human beings are part of nature, does that mean it is ethical for them to use nature however they see fit?

These questions are at the core of Environmental Ethics--the branch of Philosophy that examines the moral dimension of human beings' actions regarding the natural environment. But Environmental Ethics faces a huge challenge, raised by the scientific proposal that the Earth has entered into the "Anthropocene:" a new geological era, in which the main driver of the planet's natural systems is human activity. The idea of the Anthropocene suggests that human societies and the natural world are inextricably interrelated—and that Environmental Ethics must view nature in a way that focuses on its interrelationship with society. In turn, that means that Environmental Ethics must rely on both natural and social science, to provide knowledge about the way the complex systems that couple nature and society.

In this class we will learn about approaches taken by natural science and social science disciplines to the Anthropocene, including the ways they each study human transformations of natural systems. And we will reflect on how coming to see society and its environment as part of a complex system can help or hinder the effort to understand what is right for human beings to do as they inhabit the Anthropocene.

Course readings: The main reading for the course is the textbook *Environmental Transformations*, by Mark Whitehead (1<sup>st</sup> ed., Routledge, 2014). In addition, we will read selected chapters from Joseph R. DesJardins, *Environmental Ethics* (5<sup>th</sup> ed., Wadsworth/Cengage, 2013). And, I will post selected articles on D2L, and students will be required to find additional readings through on-line research.

Course work: Students will contribute posts discussing readings to blogs they will maintain, and will do a term paper dealing with the themes of the class.

**[CRN-10038] 3333/001 \*History of Modern Philosophy MWF, 1:30-2:20 Cook**

In this course we will discuss the philosophies of René Descartes, Baruch Spinoza, and Gottfried Wilhelm Leibniz (The Continental Rationalists); John Locke, George Berkeley, and David Hume (The British Empiricists); and Immanuel Kant—seven philosophers from the 17<sup>th</sup> and 18<sup>th</sup> century whose work is intrinsically interesting and still influential today. We will examine selections from their most important writings to see what philosophical problems worried them, how they understood these problems, and how they went about solving them. Though this is a course in the history of philosophy, we will be less concerned with the history than with understanding the philosophy as it is expressed in the philosophers' writings. Text: Ariew and Watkins (eds.), *Modern Philosophy: An Anthology of Primary Sources*.

**[CRN-34777] 3353/001 \*American Philosophy TR, 1:30-2:45 Trachtenberg**

Rugged individualist, or pillar of the community?

Both images offer ways Americans have used to understand their self-hood—they both reflect attitudes about how we ought to live, how we should regard others, and what gives life meaning and value. In this class we will try to understand American self-hood, using two different kinds of sources. On the one hand we will use works from American culture (works of literature, film, and music, among other forms) to help us identify and describe some of the most significant ideas about selfhood that Americans have expressed throughout their history. And we will use the writings of American philosophers (understanding that term broadly) to help us articulate the concepts that those works can be said to illustrate. Among the topics we will explore are: what it means to be free; the ideal of "self-made man;" the relationship between the individual and society; how racism, sexism and homophobia contradict American ideals of liberty and justice; selfhood and consumer culture; and hopeful and pessimistic visions of community.

Readings for the course will include passages from noted American philosophers as well as works drawn from the broader American culture, and will be posted on the course website; there is no assigned textbook. Course work will include posts to blogs students will maintain; a term paper; and a final exam.

**[CRN-34505] 3433/001 \*Modern Philosophy of Religion TR, 1:30-2:45 Judisch**

This course focuses on philosophical reflection about religious topics produced by thinkers from the beginnings of the modern era (circa 1500) through the very early twentieth century. Much of this work concerns the rationality of religious belief – including such questions as whether and how religious belief is (or can or must be) ‘based upon reason’ – but we will also look closely at metaphysical topics at the intersection of philosophy and theology. Among these latter topics are attempts to prove or disprove the existence of God, theories about God’s relationship to the created order and the human condition, et cetera. Philosophers to be studied include Descartes, Spinoza, Malebranche, Leibniz, Hume, Kant, Mill, Kierkegaard, Pascal, James and others.

**Required Texts**

All texts are available online or through D2L.

**[CRN-34591] 3503/001 \*Self and Identity MWF, 10:30-11:20 Demarest**

This class will provide an introduction to the central and novel ideas in philosophical theories of the self. Who are we? What is our place in the world? Can we act freely? Can we define ourselves? Students should be prepared to think for themselves and to question their assumptions. Disrespectful behavior will not be tolerated, as true philosophical inquiry requires open and supportive discussion.

**[CRN-34508] 3533/001 \*Language, Communication, & Knowledge MWF, 1:30-2:20 Priselac**

Language, perhaps more than anything else, distinguishes human beings from the rest of the animal kingdom. But non-human animals do communicate: bees dance, birds sing, apes gesture, and many animals use alarm calls. In this course we will study the ways in which language and linguistic communication differ from non-human animal communication systems. Are the differences merely differences of degrees or are there differences in kind? What do these differences reveal about the nature of the human mind and its place in nature? We will use classic philosophical texts on language and communication as well as recent research from biology, linguistics, and psychology to examine these questions.

**[CRN-32641] 3623/001 Philosophical Issues In Physics and Cosmology TR, 3:00-4:15 Demarest**

This class will cover the conceptual issues that arise in physics and cosmology (space, time, statistical mechanics, probability, special relativity, general relativity, quantum mechanics, and the big bang). While it does not presuppose any background in math or physics, it covers issues that are conceptually very challenging. Therefore, students ought to anticipate spending a great deal of time outside of class in order to master the readings and to review the lecture material.

**[CRN-34778] 3753/001 Philosophy of Race TR, 3:00-4:15 Irvin**

In this course, we will think philosophically 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? There will be no materials to purchase for this course. Course assignments include essays, short in-class writing assignments, and a final exam consisting of essay questions distributed in advance.

**[CRN - 34580] 3811/001 Philosophy Writing Workshop R, 10:30-11:45 TBA**

The purpose of this course is to help you improve your philosophical writing. In particular, you will work on producing a term paper length essay that presents and evaluates philosophical arguments. In homework and in-class activities you will work

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toward the following goals: stating clearly a relevant thesis and constructing a well-organized, extended argument to defend it; critically examining an argument; using primary texts; finding and using relevant secondary texts; and expressing ideas in clear, correct prose. Overall, by taking this course you will learn what goes into good philosophical writing, and you will practice modeling your own writing on that standard.

**[CRN – 10062] 3833/100 History of Modern Philosophy for Majors MWF, 1:30-2:20 Cook**

**Prerequisites: must passed one of the following with at least the grade of "D" PHIL 3811, PHIL 3813, or PHIL 3853**

In this course we will discuss the philosophies of René Descartes, Baruch Spinoza, and Gottfried Wilhelm Leibniz (The Continental Rationalists); John Locke, George Berkeley, and David Hume (The British Empiricists); and Immanuel Kant—seven philosophers from the 17<sup>th</sup> and 18<sup>th</sup> century whose work is intrinsically interesting and still influential today. We will examine selections from their most important writings to see what philosophical problems worried them, how they understood these problems, and how they went about solving them. Though this is a course in the history of philosophy, we will be less concerned with the history than with understanding the philosophy as it is expressed in the philosophers' writings. Text: Ariew and Watkins (eds.), *Modern Philosophy: An Anthology of Primary Sources*.

**[CRN-34766/34767] 4473 & 5473/001 Philosophy of Religion W, 3:00-6:00 Zagzebski**

This course is a survey of topics in contemporary philosophy of religion. Topics include: (1) new arguments for the existence of God; (2) the divine attributes, including omniscience, omnipotence, omnipresence, perfect goodness, and the attribute I call omnibusness; (3) the dilemma of divine foreknowledge and human freedom; (4) issues in religious epistemology, including Reformed Epistemology and its detractors, religious virtue epistemology, and religious authority; and (5) the existence of hell, and the problem of evil.

**[CRN-34779/34780] 4623 & 5623/001 Philosophy of Social Sciences MW, 7:00 – 8:30 Ellis**

This course is concerned with the philosophical issues at the heart of the social sciences. We will start with some foundational questions: are social sciences directed primarily at predictive (causal) or interpretive theories? is the basic unit of analysis the individual or the group? can social science be objective? We will then delve into some methodological issues: what sorts of models/accounts are appropriate for social sciences? how should those models/accounts be evaluated? what are the ethical obligations of social scientists? Time permitting, we will also consider social science as a tool for philosophers (in ethics, political philosophy, philosophy of science, etc.). The precise issues covered will depend, in large part, on student interest.

**[CRN-35181] 4893/001 Senior Capstone in Philosophy R, 3:00-6:00 Judisch**

**[CRN-34781] 5313/001 Studies in Ancient Philosophy MW, 1:30-2:45 Green**

This course is meant to provide students with an in-depth introduction to the philosophy of Plato. It is impossible to treat the entire Platonic corpus with the attention it deserves in a single class; indeed, this is difficult to do even with only one dialogue. Instead, we will focus on one topic, and let that topic guide us through a number of Plato's works. The topic will be 'The Soul and Immortality in Plato'. We will investigate what model (or models) of the soul Plato endorses throughout the corpus, and what ramifications this has for his view(s) on immortality. This will require us to touch on Plato's treatment of ethics, metaphysics, and epistemology, so there should be something of interest to just about anyone. We will read excerpts from many of Plato's works: *Apology*, *Charmides*, *Laches*, *Meno*, *Phaedo*, *Phaedrus*, *Symposium*, *Republic*, *Philebus*, *Timaeus*, *Laws*, and likely others. This will also allow us to ask questions about Plato's philosophical development and the unity or disunity of his views across works. We will incorporate secondary literature on the topic when possible, but our primary task will be to grapple with Plato's writings on their own terms. Best of all, this class will prepare you for the Ancient Greek MA/PhD Qualifying Exam, not to mention provide you with the minimum understanding of Plato that is required of any self-respecting professional philosopher.

**[CRN-35810] 5970/900 Intro. to Human Flourishing T, 6:00-9:00 Snow**

"Introduction to Human Flourishing," is a graduate course intended for local high school teachers. Enrollment is limited to 10. In this course, we will read work on human flourishing from psychology, theology, and philosophy. From psychology, we will

read Martin Seligman, *Flourish: A Visionary New Understanding of Happiness and Well-Being*; from theology, Miroslav Volf, *Flourishing: Why We Need Religion in a Globalized World*; and from philosophy, either Daniel C. Russell, *Happiness for Humans* or Kristján Kristjánsson, *Aristotelian Character Education*. The idea of the course is to provide high school teachers with an overview of work on human flourishing from various disciplinary perspectives.

**[CRN-34768] 6203/001 Seminar in Ethics****T, 3:00-6:00****Montminy**

This seminar will explore recent developments in the philosophical literature on moral responsibility. Here are some of the questions we will (likely) discuss:

- (1) Does moral responsibility require the ability to do otherwise?
- (2) What is the relationship between blameworthiness (praiseworthiness) and negative (positive) reactive attitudes?
- (3) Does moral responsibility for an action require that one be the source of that action?
- (4) Is moral responsibility an essentially historical concept?
- (5) How should we understand the condition of control on moral responsibility?
- (6) What is the epistemic condition on moral responsibility?
- (7) What is good or bad moral luck with respect to moral responsibility?
- (8) Should blameworthiness (praiseworthiness) be understood in terms of bad (good) quality of will?
- (9) Are agents to blame for their implicit biases?

Readings: course packet

**[CRN-35185] 6393/001 Seminar in History of Philosophy****TR, 7:00-8:30****Green**

This seminar focuses on Aristotle's *Eudemian Ethics*. Though less studied than the more-popular *Nicomachean Ethics*, the *EE* marks an important stage in Aristotle's philosophical development, and in recent years has begun to get the attention it deserves. Our aim is to understand the *EE* as best we can, both in terms of its philosophical content and its relationship to the rest of the Aristotelian corpus. Though the bulk of our time will be spent reading the *EE* itself, we will also devote significant attention to secondary literature on the work. We will also occasionally read other works of Aristotle for comparison, including the *NE*. Substantively, our main exegetical question will be 'What is the *EE*'s view of human nature and its relationship to human happiness? How plausible is this view?'. This course will also address methodological issues involved in work in the history of philosophy. But this does not mean that the course is only of historical interest. Given the prevalence of neo-Aristotelian views in contemporary philosophy, this course should be valuable for non-historians as well, especially those interested in virtue ethics and virtue epistemology.

**[CRN-34783] 6613/001 Seminar in Philosophy of Science****M, 3:00-6:00****Demarest**

This class will cover special topics in philosophy of science including: 1) causation and its relation to special and general relativity and quantum mechanics, 2) the Humean picture of properties, laws of nature, counterfactuals, causation, and the arrow of time, and 3) interpretations of quantum mechanics, especially in higher-dimensional space.