

Fall 2023 Department of Philosophy Course Descriptions

Listed below are the Philosophy courses being offered at Purdue University in Fall 2023. The courses are listed by their five-digit course number and course title, followed by a brief description. The tables below each description also include information on the course type (e.g., lectures = 'LEC'), the enrolment limit of the course, the day(s)/time of the course or each section of it, the classroom in which the course will be taught, and the instructor(s) for the course. Courses that include a recitation section are marked in the tables below as type 'LEC/REC.' Details of the recitation sections are not listed. The type 'DIST' indicates a fully asynchronous, online course. 'Grad' indicates that a graduate student will be the instructor of record. PHIL courses that are cross-listed with other courses are marked as such (e.g., 'c/I DEPT 10000').

Note that in the Fall 2023, there will also be some hybrid modalities of instructional delivery. Section types that have an * after them (e.g., 'LEC*') include notes below the information tables describing the method of delivery for those courses/sections for Fall 2023.

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

100 LEVEL COURSES

11000 The Big Questions: Introduction to Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11000	LEC/REC	150	TR 4:30-5:20pm	MATH 175	KELLY
PHIL 11000	DIST	100	asynchronous online		DE ARAUJO

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

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

11005 Introduction to Philosophy Through Video Games

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11005	LEC/LAB	75	TR 12:00-1:15pm	WTHR 320	GOMEZ-LAVIN

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

When active learning through in-class gaming is required, every effort will be made to provide free access to the games for all registered students in the class. And of course, students are welcome to play the games at their leisure if they have access to them – but the required reading will always be prerequisite to playing the games!

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

11100 Introduction to Ethics

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11100	LEC/REC	225	TR 7:30-8:20am	PHYS 112	FRANK

In this lecture and discussion course, we will focus on two topics in ethics and politics: 1) Civilization and Its Discontents, and 2) Reason, Passion, and Human Freedom. Civilization and Its Discontents is as much about human nature as it is about the political structures under which we live, and the resultant pressures these impose on our instinctual lives. Civilized political life seems to be a kind of necessary evil, a trade-off between natural freedom and law/social convention. If so, what are the limitations, if any, to the alienation of our natural freedoms for the sake of the security of law and civilized life? In grappling with these issues, we will read works of Aeschylus, Plato, Hobbes, Nietzsche, and Sigmund Freud, the founder of psychoanalysis. We will also watch “Lord of the Flies” (1963), a memorable film that vividly illustrates the issues at hand. The second part of the course, Reason, Passion, and Human Freedom, is focused on moral psychology and human pathology. We will focus on the roles of reason and emotion in human life, and we will attend to the variety of institutional and personal obstacles that frustrate our happiness. On these issues we will read some Plato (again), Spinoza, Hume, Rousseau, Marx, Nietzsche (again), and Freud (again). To conclude this part of the course, we will watch “Citizen Kane” (1941), one of the greatest (American) films, to see a cinematic version of megalomania and self-induced servitude.

11400 Global Moral Issues

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 11400	LEC/REC	150	MW 10:30-11:20am	WTHR 172	TBA

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.

15000 Principles of Logic

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 15000	LEC	40	TR 12:00-1:15pm	BRNG 1268	TULODZIECKI

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

200 LEVEL COURSES

20600 Philosophy of Religion

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 20600	LEC	35	MWF 9:30-10:20am	BRNG 1268	DRAPER

A central tenet of many religions is that God exists. The goal of this course is to investigate whether there are any good arguments for or against God's existence. Each argument will be clearly and carefully stated and rigorously evaluated. Both traditional arguments for God's existence (e.g., ontological arguments, cosmological arguments, design arguments, moral arguments, and arguments from miracles) and non-traditional arguments for God's existence will be examined. The best arguments against God's existence, including the argument from suffering and the argument from divine hiddenness, will also be discussed, and multiple concepts of God will be considered when evaluating these arguments.

20700 Ethics for Technology, Engineering, And Design

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 20700	LEC/REC	75	MW 1:30-2:20pm	BRNG 2290	TBA

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

20800 Ethics of Data Science

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 20800	LEC/REC	150	TR 9:30-10:20am	WTHR 172	MESSINA

Though it promises to improve our lives, data science also raises pressing ethical problems. By collecting data, companies can affect what we buy, how we vote, and the information we are exposed to. Algorithms trained on data can reflect and amplify bias—even in seemingly innocuous applications like search engines—raising concerns about fairness. And the fact that information about us is out there, potentially to be used by state and non-state agents alike, raises new questions about the possibility and meaning of privacy in public life.

While these issues affect us all, data science professionals are in the best position to make a difference. Yet, such professionals are not often able to act unilaterally (without consequence), even when convinced that such action is required to respond well to a real-world ethical problem. As agents of governments and private organizations, they have special obligations to use resources in ways defined by their roles. Still, “merely following orders” is no excuse for courting ethical catastrophe. PHIL 208 introduces students to complex problems raised by this dynamic and aims to help professionals think clearly about their roles in shaping the moral problems we collectively face.

21900 Philosophy and the Meaning of Life

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 21900	LEC	35	TR 3:00-4:15pm	BRNG 1230	MESSINA

A survey of both the philosophical and more literary writings of the existentialist movement. Readings will be chosen from among the following writers: Kierkegaard, Nietzsche, Dostoevsky, Kafka, Marcel, Heidegger, Camus, Sartre, Jaspers, de Beauvoir, Ortega, and Merleau-Ponty.

22100 Introduction to Philosophy of Science

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 22100	LEC	35	TR 3:00-4:15pm	BRNG 1268	TULODZIECKI

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

24000 Social and Political Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 22700	LEC	35	TR 9:00-10:15am	BRNG 1268	HARRIS

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

The course is a study of some major social and political philosophers from Plato to contemporary authors. Issues such as justice, rights and freedom, community, and the "globalized" future will be considered.

The course will explore the impact of racism as understood through the prism of competing philosophies and consider competing prescriptions and definitions by authors of such concepts as rights, contract and social collectives. Competing orientations offer incommensurable approaches to racism. We will critically examine their interpretations, definitions, and justifications.

26000 Philosophy and Law

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 26000	LEC	35	TR 1:30-2:45pm	BRNG 1230	JACOVIDES

We'll examine some of the central questions of philosophy of law How ought judicial decisions be decided? What are laws? What's the relation between law and morality? Under what conditions do laws have authority over us? To what extent is it proper for laws to limit freedom? What constitutes a just system of punishment? There will be two short papers, one a legal brief and the other a philosophy paper. There will be two research exercises leading up to the papers. Students will also be required to write a question or comment on the reading for most classes.

27000 Biomedical Ethics

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 27000	LEC/REC	150	TR 12:30-1:20pm	WTHR 172	PARRISH

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

29300 Philosophy of AI

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 29300	LEC	35	TR 10:30-11:45am	BRNG 1248	TBA

A critical examination of some special topic or topics in philosophy. Details concerning topics selected for treatment in a given semester may be obtained in advance from the Department of Philosophy. Sections of this course may sometimes be initiated by students upon petition to the department.

300 LEVEL COURSES

30100 History of Ancient Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 30100	LEC	25	MWF 12:30-1:45pm	BRNG 1268	MARIÑA
PHIL 30100	LEC	25	TR 12:00-1:15pm	BRNG 1230	SCHROEDER

DR. MARIÑA'S 30100 SECTION DESCRIPTION:

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

DR. SCHROEDER'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

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 30300	LEC	25	TR 10:30-11:45am	BRNG 1268	JACOVIDES
PHIL 30300	LEC	25	TR 1:30-2:45am	BRNG 1268	COVER

DR. JACOVIDES' 30100 SECTION DESCRIPTION:

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

DR. COVER'S 30100 SECTION DESCRIPTION:

The history of philosophy, like logic and ethics and epistemology and metaphysics, is a traditional area of academic philosophy with a history of its own. As practiced in the past, and as we'll pursue it in this course, it isn't *history* (of a certain subject) but *philosophy* (with a certain focus). The focus is the content of historically important philosophical texts. The contents of texts we examine will be approached not out of special respect for the past, nor for the purpose of uncovering broadly social currents influencing the central figures of early modern philosophy, but simply out of a desire to discover fundamental truths about the world. *That is what philosophy is*, according to those thinkers most influential in European philosophical thought during the so-called early modern period (roughly 1600-1800). They made claims about how the world is; these claims are either true or false – true if the world *is* the way they claimed it to be, false if the world *isn't* the way they claimed it to be. Of these influential thinkers we shall, time permitting, examine selected writings of five: Descartes, Leibniz, Berkeley, Hume, and Kant. Readings and lectures will focus primarily on metaphysical and epistemological topics, since those are the philosophical topics of central concern to these thinkers. It's all fun stuff: a bit of history and philosophy

of science, a bit of reflection about God, some puzzles about what it takes to know something, some stuff about the nature of minds (safely from our arm-chairs without doing a stitch of neuro-physiology), a bit more about God again, a surprising treatment of “What is a physical object?” (leaving you at least a little worried about how you could have been so...*gullible*), some knotty thoughts about causation and knowledge (again), and some stray thoughts about vision (i.e. *seeing*).

35000 Philosophy and Probability

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 35000	LEC	35	MWF 10:30-11:45am	BRNG 1268	DRAPER

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

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

400 LEVEL COURSES

42500 Metaphysics

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 42500	LEC	20	TR 9:00-10:15am	BRNG 1230	COVER

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

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

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

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

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

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

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

43500 Philosophy of Mind

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 43500	LEC	20	TR 1:30-2:45pm	BRNG 1248	KELLY

The main goal of this course is to explore the nature of minds. This, in turn, involves exploring our own minds, and our experiences and intuitions concerning minds. It also involves exploring the conceptual and epistemic foundations of the brain, cognitive, and behavioral sciences.

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

In the course of addressing these questions, we'll be reading and talking about immaterial spirits; computers the size of China; what it's like to be a bat; the possibility that other people see colors very differently than you do; scientifically omniscient neuroscientists who have never seen color themselves; doppelgangers living on planets almost identical to our own; a view that suggests your smart phone might, properly speaking, be just as much a part of your mind as your frontal cortex; an argument that no one actually believes anything at all; and a line of thought that concludes that all you really are is the story you make up about your self. We'll work our way through this theatre of the bizarre not just for kicks, but to see what light each case can help shed on our own nature as beings with mental lives.

49000 Democracy, Autocracy, & Justice

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 49000	LEC	20	MWF 2:30-3:45pm	BRNG 1230	MARIÑA

An advanced study of a significant topic in philosophy.

49000 Philosophy of Race

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 49000	LEC*	20	TR 10:30-11:45am	BRNG 1248	HARRIS

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

What is a race? Is it morally wrong to identify by race? Philosophers have ranked races in a hierarchy of normatively better and worst kinds and sub-kinds. They have presumed correlative unchanging natures and roles of races using various transcendental, historical or evolutionary scenarios of progress.

What is racism? Racism has been described as intentional efforts to rid society of the 'unfit', 'feeble-minded' and 'impure' using, for example, eugenic justifications for legal sterilization and genocide. Racism has also been described as unintentional evolutionary adaptations to cull from society inferior kinds. Some philosophers have argued that racism is morally wrong because it is a vicious form of killing and hoarding. Other philosophers have considered racism primarily wrong because it is a form of bias, ill-will or a violation of the social contract.

Racism has been legally practiced in various forms: race based genocide in Tasmania, America and Rwanda; racial bias in Japan and Canada; and in less than two decades between 1907 and 1925 California authorized the performance of 4,636 sterilizations and castrations: “mental patients were sterilized before discharge, and any criminal found guilty of any crime three times [especially blacks] could be asexualized [castrated without consent] upon the discretion of a consulting physician.”

Some classes will be via ZOOM

Key Concepts: Pan-racialism vs Eliminativism; Constructivist (culturalist; historical) vs realist (biological, historical); Cognitivist vs. Institutional vs. Materialist

500 LEVEL COURSES



50100 Studies in Greek Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 50100	LEC	10	W 11:30-2:20pm	BRNG 1248	SCHROEDER

This course is a survey of ancient Greek and Roman philosophical psychology and philosophy of mind. With a focus on Plato, Aristotle, and the Stoic and Epicurean traditions, we will consider their competing accounts of the nature of soul and its relation to body, the structure of the soul and its functional capacities, and the roles of psychology in wider explanatory theories of living things and the world. Central themes may include perception, pleasure/pain, desire, memory, imagination, thought, and their relationship to one another.

50200 Studies in Medieval Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 50200	LEC	10	W 3:00-5:50pm	BRNG 7119	LAVENDER

An intensive study of some central topics in the thought of major medieval philosophers. Subject matter will vary. Philosophers most often studied are Augustine, Thomas Aquinas, Duns Scotus, and Ockham.

58000 Philosophy of AI

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 58000	LEC	10	T 3:00-4:15pm	BRNG 1248	TBA

This course will focus on various ethical, political, metaphysical, epistemological, cognitive, or scientific issues connected with the Philosophy of Artificial Intelligence.

600 LEVEL COURSES

61000 Seminar in Recent Continental Philosophy

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 61000	LEC	15	W 11:30am-2:20pm	BRNG 1248	SMITH

This seminar will examine the work of the French philosopher Gilles Deleuze, with a focus on the relation of his metaphysics to questions in ethics and politics. Readings will be drawn from a number of Deleuze's works, including *Difference and Repetition*, *Capitalism and Schizophrenia*, *Logic of Sense*, *What is Philosophy?* and others. We may also consult secondary texts by contemporaries such as Simondon, Lautman, and Ruyer as well as selected primary texts Kant, Hume, Bergson, and others. No prerequisite.

68000 Seminar in Philosophy – Reason and Cognition

Course	Type	Enrolment	Time	Bldg/Rm	Instructor
PHIL 68000	LEC	10	W 8:30am-11:20pm	BRNG 1248	GOMEZ-LAVIN

Philosophers have long posited models of the mind: hypothetical structures linking the faculties, capacities and functions thought to be necessary to be thinking creatures like us. This course will survey historical and contemporary models of the mind with a focus on the minimal cognitive elements considered necessary to engage in the paradigmatic thought processes central to our human experience: reasoning, deliberation, inner speech and even consciousness. We will begin with a historical dive into philosophical models of central cognition (Aristotle, Ibn Sina, Descartes, Hume) before pivoting to early psychological treatments of the same set of faculties (James, Ladd, Skinner, Miller, Newell and Simon, Baddeley), finally coming to the present day with newer philosophical accounts of central cognition and working memory (Fodor, Block, Carruthers, Langland-Hassan, Nagel). Though we will touch on empirical results (especially in the last third of the course), no prior knowledge or comfort with contemporary psychology or neuroscience is required.



Department of Philosophy