Philosophy

http://philosophy.jhu.edu/

The William H. Miller III Department of Philosophy offers programs and courses at the undergraduate and graduate levels. The courses cover major periods in the history of Western philosophy and many of the main topics of systematic investigation: epistemology, metaphysics, ethics, aesthetics, philosophy of language, mathematical logic, and philosophy of science.

The undergraduate courses are designed to introduce students to the history of philosophy and its place in Western civilization, to teach them how to read philosophical texts, and to help them think about philosophical problems, including those that arise in other disciplines. Students may major in philosophy or use it as a concentration for an area major in Humanistic Studies. They may also study philosophy along with another subject, either by constructing a double major or by taking courses designed to help them develop philosophical perspectives on their own fields of interest.

The graduate program is intended primarily for those planning to teach philosophy and make their own contributions to it. While the acquisition of a broad background in the history and different systematic fields of philosophy is required, students will have ample opportunity to develop their own special interests.

The William H. Miller III Department of Philosophy encourages its students to take advantage of the rich resources of other departments at Johns Hopkins University. As a look at their offerings will show, numerous philosophically important courses are offered by such departments as Political Science (political philosophy), History of Science and Technology (philosophy of science), the Humanities Center (hermeneutic, interpretive, and literary theory), and Cognitive Science.

Undergraduate Programs

Philosophy poses such fundamental questions as: What can we know? How should we live? and How do the results of human inquiry, obtained so far, hang together? It is an excellent preparation for professional studies such as law and medicine; it provides perspective on other disciplines such as psychology, mathematics, literature, and political science; and it centers on a set of questions that thinking people cannot avoid. At Hopkins it can be studied in a variety of ways.

A number of our courses are designed to provide broad introductions to the subject. Both AS.150.111 Philosophic Classics and AS.150.112 Philosophical Problems cover a wide range of topics, the former through the study of some of the major texts of Western thought, the latter by more systematic examination of representative issues. Either one will show a student a variety of approaches to philosophical problems. The courses AS.150.201 and AS.150.205 offer historically oriented introductions to the subject, giving the student a basic grasp of the development of philosophy in two of its major periods. Other courses, such as AS.150.118 Introduction to Formal Logic, 150.223 Aesthetics, and AS.150.220 Introduction to Moral Philosophy, are designed for students with an interest in the particular areas they cover. All of these courses are readily available without prior study of philosophy.

The 400-level courses are open to graduate students as well as to undergraduates. Some require no previous course work in philosophy. Others presuppose some familiarity with philosophy, such as would be provided by one of the introductory courses. Still others require more specific preparation. A student with questions about whether he/she has the background for a particular 400-level course should consult either the instructor or the departmental undergraduate studies.

A student who wants to study an area of philosophy not provided for in the regular curriculum or to undertake a special project of writing and research should consult with a faculty member about taking AS.150.511 Directed Study-AS.150.512 Directed Study. An undergraduate who has the proper background may enroll in a graduate seminar if the instructor approves.

Learning Goals

A student who graduates with a BA in philosophy will be able to demonstrate:

- A broad understanding of the work of major figures in the history of philosophy, both ancient (especially Plato and Aristotle) and modern (especially the period of Descartes through Kant)
- Familiarity with the most important topics in a range of areas that are typically regarded as lying at the center of contemporary philosophical thought, including metaphysics, theory of knowledge, philosophy of mind, and philosophy of language
- Familiarity with the most important topics in ethics and political philosophy
- Familiarity with formal logic, including the ability to understand the logical symbolism used in many contemporary philosophical texts
- The capacity to think analytically and creatively about philosophical texts and issues
- The capacity to express philosophical ideas and support them effectively in argument, both in writing and orally.

Requirements for the B.A. Degree

(Also see Requirements for a Bachelor’s Degree [http://e-catalog.jhu.edu/undergrad-students/academic-policies/requirements-for-a-bachelors-degree].)

Philosophy majors must take 11 departmental courses. A minimum of six courses must be at the 300 level or higher. Of the two general introductory courses, 150.111 Philosophic Classics and 150.112 Philosophic Problems, only one may count toward the major, and two total 100-level courses may count toward the major. Majors are required to take the Undergraduate Seminar, preferably in the junior year. Courses in which a grade of D is received may not count toward the major, nor may courses taken satisfactory/unsatisfactory.

Other courses must be distributed by taking at least one course in each of the five following categories:

- Ancient philosophy
- Modern philosophy
- Logic, philosophy of science, or philosophy of mathematics
- Philosophy of mind, theory of knowledge, philosophy of language, or metaphysics
- Ethics, aesthetics, or political philosophy

The first two categories are normally satisfied by taking AS.150.201 Introduction To Greek Philosophy and AS.150.205 Introduction to the History of Modern Philosophy. The student thus has four or five additional electives after satisfying the distribution requirements.
Well-qualified majors may be admitted to a graduate seminar during their senior year. They should consult their major adviser.

If you have any questions or concerns regarding these requirements, please contact the director of undergraduate studies.

Major Requirements

Major Requirements
One course in ancient philosophy (PHIL-ANCIEN) 3
One course in modern philosophy (PHIL-MODERN) 3
One course in logic, philosophy of science, or philosophy of mathematics (PHIL-LOGSCI) 3
One course in philosophy of mind, theory of knowledge, philosophy of language, or metaphysics (PHIL-MIND) 3
One course in ethics, aesthetics, or political philosophy (PHIL-ETHICS) 3
One undergraduate seminar (300-level; ideally in junior year) 3
Five additional courses 15
Total Credits: 33

Sample Program of Study

Freshman

Fall Credits Spring Credits
AS.150.1xx-2xx elective 3 Course in Modern Philosophy AS.150.2xx-4xx 3

Sophomore

Fall Credits Spring Credits
Course in Ancient Philosophy AS.150.2xx-4xx 3

Junior

Fall Credits Spring Credits
AS.150.3xx (Undergraduate Seminar) 3 Course in Ethics AS.150.2xx-4xx 3
AS.150.3xx-4xx elective 3 Course in Phil of Mind AS.150.2xx-4xx 3

Senior

Fall Credits Spring Credits
Course in Logic AS.150.2xx-4xx 3 AS.150.3xx-4xx elective 3
AS.150.3xx-4xx elective 3 AS.150.3xx-4xx elective (if needed to have six 300 level or higher courses) 3

Total Credits: 33

Examples of Courses in Each Required Area

Ancient Philosophy
AS.150.201 Introduction To Greek Philosophy 3
AS.150.401 Greek Philosophy: Plato and His Predecessors 3
AS.150.402 Aristotle 3
AS.150.403 Hellenistic Philosophy 3

Modern Philosophy
AS.150.551 Honors Project 3
AS.150.552 Honors Project 3

Double Majors

The department encourages linking the study of philosophy with the study of other disciplines. For example, the subject matter and course requirements of the philosophy and psychology departments are such as to make a double major both practical and intriguing. Similarly, knowledge of literature or the history of art is pertinent to the study of aesthetics; a solid understanding of science is valuable for those interested in the philosophy of science; and students of ethics benefit considerably by combining their work with study of political theory and of the political realities in which morality must function. Members of the department are available to assist students in planning double majors tailored to their interests.

Honors Program in Philosophy

Students with an overall GPA of 3.0 and a Philosophy GPA of 3.5 or higher (or outstanding recommendations from three department members) are eligible for the Senior Honors Thesis Program. In addition to the 11 courses required for the major, successful applicants take AS.150.551 Honors Project and AS.150.552 Honors Project, to write a thesis of about 50 pages under the supervision of a faculty member. The thesis must be completed prior to spring vacation of senior year. If the student withdraws prior to completion of a thesis, a satisfactory/unsatisfactory grade will be awarded.

The grade for the thesis will depend on the thesis itself and an oral examination about it, conducted by the thesis adviser and two other faculty members. Graduation Honors will be awarded to those whose work receives an A- or better. For more information about the Honors Program, contact the department’s director of undergraduate studies.

Honors Thesis Program
AS.150.551 Honors Project 3
AS.150.552 Honors Project 3
Minor in Philosophy

Philosophy minors must take seven departmental courses, which should include the following:

- At least one course in the history of philosophy, either ancient or modern.
- At least one course in two of the following areas:
  - Logic, philosophy of science, or philosophy of mathematics
  - Ethics, aesthetics, or political philosophy
  - Philosophy of mind, theory of knowledge, philosophy of language, or metaphysics

Minor Restrictions

- Either AS.150.111 Philosophic Classics or AS.150.112 Philosophical Problems, but not both, may count as one of the seven courses. Neither is a required course.

If you have any questions or concerns regarding these updated requirements, please contact the director of undergraduate studies.

Minor Requirements

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course in history of philosophy (ancient or modern)</td>
<td>3</td>
</tr>
<tr>
<td>Two courses, each from a different focal area</td>
<td>6</td>
</tr>
<tr>
<td>Four additional courses</td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
<td>21</td>
</tr>
</tbody>
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Minor in Bioethics

The practice of medicine, the development of public health policies, and advances in the biomedical sciences raise fundamental moral and philosophical issues. The bioethics program is designed to provide students with an understanding of these issues, and the background and the conceptual tools to think about them clearly. The program is a collaboration between the Berman Institute of Bioethics and the Department of Philosophy, and draws on the resources of both.

See Bioethics Program (http://e-catalog.jhu.edu/departments-program-requirements-and-courses/arts-sciences/bioethics) for more details.

BA/MA Program

The department now offers an accelerated BA/MA program. The requirements for the BA and for the MA remain unchanged, but in the combined BA/MA program, two 400-level courses taken as part of the BA can also be used toward the MA. This means that the MA requires only eight additional courses, rather than the 10 required for a free-standing MA. See the Graduate tab for more information.

Graduate Programs

When The Johns Hopkins University was founded in 1876, it was the first university in the United States designed as a center for research and doctoral education. Among its earliest graduate students were Josiah Royce and John Dewey; C. S. Peirce was an early faculty member. The Department of Philosophy continues this tradition today, preparing graduate students to make original contributions to the field and to pursue careers in college and university teaching.

Usually there are about 15 graduate students taking courses and seminars, and another 15 at various stages in the writing of their dissertations. Because classes are small, we look for students who wish to take advantage of the individual attention available here. The department’s purpose is to provide opportunities for students to develop special interests within a program that also ensures breadth of knowledge. We offer classes, seminars, and directed study in the history of ancient, modern, and contemporary Western philosophy, and in the systematic areas of epistemology, metaphysics, ethics, philosophy of science, philosophy of physics, philosophy of language, philosophy of mind, philosophy of mathematics, mathematical logic, and aesthetics. Courses with relevance to philosophy are frequently offered in other departments, and in certain circumstances these may be used toward the PhD or MA course requirements in philosophy.

The graduate program is designed primarily for those seeking the PhD, but under exceptional circumstances students aiming at the MA may be admitted.

Graduate Requirements

Graduate students are required to take 13 courses, some of which must be selected to meet the departmental distribution requirements. Students also take an examination in a field of special interest to them. During the third year, students work intensively on a substantial paper on a topic in that field. After satisfying these requirements and writing a dissertation prospectus, students concentrate on the doctoral dissertation.

Students are expected to complete examinations and course work within three years. Most students take about two to three years to write their doctoral dissertation.

For complete details of PhD and MA requirements, advising, student evaluation, and other matters relating to the graduate program, view the following:


Philosophy Graduate Program Requirements (http://philosophy.jhu.edu/wp-content/uploads/sites/7/2013/01/Philosophy-Graduate-Program-Requirements-Revised.pdf) (students entering before 2015).

BA/MA Program

The department now offers an accelerated BA/MA program. The requirements for the BA and for the MA remain unchanged, but in the combined BA/MA program, two 400-level courses taken as part of the BA can also be used toward the MA. This means that the MA requires only eight additional courses, rather than the 10 required for a free-standing MA. For full details of the MA program and the BA/MA program, see the Requirements handbook (2015 and after) in the Graduate section here and on the department website.

In order to be admitted to the BA/MA program, you must already be a philosophy major; you can apply in the spring term of your junior year or any time in your senior year. If you meet the qualification for the BA honors thesis (overall GPA of 3.0, philosophy GPA of 3.5), you will automatically be admitted; others may be admitted on a case-by-case basis. Interested students should contact the chair of the department, Professor Richard Bett (http://philosophy.jhu.edu/directory/richard-bett).

Please note that there is no departmental financial aid for BA/MA students. However, BA/MA students whose MA-level studies extend into a fifth year get a 50% discount on their tuition in their fifth year.

All application material and supporting documents should be uploaded through the online application; these include:
Online application (https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=jhu-grad)—be sure to select Combined Graduate Student option
Transcripts: unofficial transcripts must be uploaded through the online application.

PhD Admissions
While an undergraduate major in philosophy is good preparation for graduate study in the department, applications are welcomed from students with other majors whose interests are now turning toward philosophy.

To apply, please read the information below and on the Graduate Admissions website (http://www.grad.jhu.edu/admissions/apply), and complete the application online.

If applying to more than one department, please send complete application materials for each department. All application documents must be provided in English (either the original or translations of the original documents). If you are unable to secure translations to English, we recommend that you contact World Education Services (http://www.wes.org).

All application materials and supporting documents should be uploaded through the online application; these include:
- Online application (https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=jhu-grad)
- Application fee
- Statement of Purpose (briefly state your area of interest at the beginning of your Statement of Purpose; upload through the online application)
- Letters of recommendation (at least two): Letters of recommendation should be submitted and uploaded electronically following the instructions in the online application.
- Transcripts: Unofficial transcripts must be uploaded through the online application. Applications will be ready for review with unofficial transcripts, but official transcripts will be required if an offer of admission is made
- GRE scores (mandatory)
- TOEFL or IELTS score (for international applicants)
- Sample of work (the sample should reflect the applicant’s area of interest, and generally does not have to be more than 20 pages in length).

Application Deadline
The deadline for applications is January 15 or, if January 15 falls on a weekend or a holiday, the next business day. Admissions decisions will be made by around March 15.

For questions or inquiries about the online application and supporting documents, contact the Graduate Admissions office using the online contact form (http://www.grad.jhu.edu/contact/form). You may also contact Veronica Feldkircher-Reed, the academic program coordinator for the philosophy department, at vfeldki1@jhu.edu or 410-516-7524.

Financial Aid
All students admitted to the program receive financial assistance. Support is guaranteed for five years, provided that a student continues to make satisfactory progress toward completion of the PhD. Department fellowships cover tuition and pay a stipend. Outstanding applicants may be nominated for a George Owen Fellowship, which also covers tuition and for which the stipend is higher. All students receive fellowship support for the first two years; no teaching is required.

Third, fourth, and fifth-year students are supported by teaching assistantships, which carry full tuition and a stipend. In practice, the department is often able to offer teaching assistantships to students beyond their fifth year, though this support is not guaranteed.

Sachs Fellowship Fund
A generous bequest by a former member of the department, David Sachs, has established the Sachs Fellowship Fund. Sachs Fellowships are dissertation-year fellowships awarded to students who are making substantial progress toward completing their dissertations. For more information, see the Philosophy Graduate Program Requirements (http://philosophy.jhu.edu/wp-content/uploads/sites/7/2013/01/Philosophy-Graduate-Program-Requirements-Revised.pdf) (Attachments 4 and 5).

Graduate Student Travel Funding
The department encourages graduate students to present their work at conferences and workshops, and it is committed to helping to make this possible by providing funds for travel and/or accommodation to students whose papers are accepted for presentation. Funding for students to participate in special summer schools is also a possibility; however, in such cases the topic must be clearly related to the student’s actual or intended area of specialization.

The funds available to the department for these purposes are limited, and so some guidelines are necessary in order to ensure that the money is distributed in the most equitable and effective way possible. With this in mind, the following guidelines are in now in place:
- For any student who makes one request for funding in a given academic year, the department will do its best to provide funding. If a student requests funding for more than one event in a given academic year, the second request will have lower priority. Similarly, a student who has had numerous trips funded over several years may find further requests given lower priority.
- The amount provided may vary depending on the cost of the trip. However, more expensive trips are more likely to receive only partial funding than less expensive ones. In particular, those involving international travel may receive only partial funding.
- The significance and prestige of the conference, workshop, or summer school in which a student is to participate will be a factor in decisions as to whether, or to what extent, to provide funding.
- A student’s proximity to the job market may result in a funding request being given higher priority than it would otherwise.
- Since conferences and workshops can happen at any time of year, it is not practical to impose any specific deadlines for funding requests. The department will, however, ensure that some funds remain available throughout the year, so that students making requests late in a given year do not lose out simply because of the timing. (This means that students making requests early in the year may sometimes receive less than they have asked for.)

These guidelines may sometimes be in tension with one another. But these will be the major factors to be taken into account in making these decisions.

Students requesting funding should supply documentation concerning the event—a link to a website will often be sufficient—as well as a breakdown of the expected costs of attending. Requests should be sent to the department chair and the director of graduate study.
**Philosophy**

**William Miller Essay Prize**

The Miller Prize is an essay prize awarded for an essay submitted by an eligible student in the philosophy graduate program. A prize competition is held every year. It is not guaranteed that an award will be made every year; however, provided at least one essay submitted in a given year is judged to be of superior quality, the prize will go to the author of the best essay submitted in that year. Given essays of sufficiently high quality, it is also possible that more than one award could be made in the same year.

**Miller Prize Submission Guidelines**

Entrants must be registered graduate students in philosophy at Johns Hopkins University who are prior to the completion of their eighth semester in the program (i.e., anyone in their first four years). Submissions should be self-contained essays of no more than 10,000 words, not including footnotes. Students may submit at most one essay per year. Papers accepted for publication are not appropriate submissions.

Submissions should be anonymous; your name should not appear anywhere in the paper. The papers should be submitted to Veronica Feldkircher-Reed, either electronically (via email at vfeldk1@jhu.edu) or as a hard copy. If you do the latter, you should include a separate cover page with your name, the title of the paper, and a word count. If you submit it electronically, do not include a cover page, but include the paper title and word count in the email to which you attach the paper. The cover pages or emails will be kept separately in the office and will not be shown to the selection committee.

The submission deadline for the Miller Prize is the same day the third-year papers are due.

For current faculty and contact information go to http://philosophy.jhu.edu/people/

**Faculty**

**Chair**

Steven Gross
Chair and Professor

**Professors**

Peter Achinstein
philosophy of science, analytic philosophy.

Richard Bett
ancient Greek Philosophy, ethics

Eckart Förster
metaphysics, history of philosophy, Kant and German idealism.

Robert Pynasiewicz
logic, philosophy of science, history and philosophy of physics.

Michael Williams
Krieger-Eisenhower Professor, theory of knowledge, philosophy of language, history of modern philosophy, epistemology.

**Associate Professors**

Hilary Bok
Henry R. Luce Professor in Bioethics and Moral and Political Theory: moral philosophy, bioethics, freedom of the will Kant.

Chris Lebron
political philosophy focusing on issues of social justice and race

Yitzhak Melamed
Early Modern Philosophy, German idealism, metaphysics.

Dean Moyar
German idealism, social and political philosophy, ethics.

**Assistant Professors**

Justin Bledin
logic, epistemology, philosophy of language.

Elanor Taylor
metaphysics, philosophy of science, and philosophy of mind; she also works on the metaphysical side of philosophy of gender

**Bloomberg Professors**

Ian Phillips
Bloomberg Distinguished Professor

Hanna Pickard
Bloomberg Distinguished Professor

**Emeriti**

Stephen Barker

Jerome B. Schneewind

Meredith Williams

**Joint/Adjunct Appointments**

Jeffrey Bub
Professor (Philosophy, University of Maryland, College Park): philosophy of quantum mechanics.

Jeffrey Kahn
Professor (Bloomberg School of Public Health)

Paola Marrati
Professor (Humanities Center): contemporary French thought.

Maria Merritt
Assistant Professor (Bloomberg School of Public Health): bioethics.

Govind Persad
Assistant Professor (Bloomberg School of Public Health)

Lawrence Principe
Professor (History of Science and Technology): history and philosophy of science.

Andrew Siegel
Core Faculty (Berman Institute of Bioethics).

For current course information and registration go to https://sis.jhu.edu/classes/
Courses

AS.150.100. Philosophy of Sport. 3.0 Credits.
The course introduces students to philosophical methods by bringing them to bear on the topic of sports and games. We will explore questions about what it is for a certain practice to be a game or a sport (the metaphysics of sport) as well as questions about fair play, performance enhancement, gender equity, and commercialism and corruption in sports (the ethics of sports).
Prerequisites: NA
Corequisites: NA
Instructor(s): T. Wilk
Area: Humanities
Writing Intensive.

AS.150.109. The Philosophy of Information. 3.0 Credits.
This class will serve as a general introduction to philosophical issues that arise from the ubiquitous concept of information. Addressing foundational questions about what information is and the roles it plays both in science and everyday life, students will learn to think critically and argue coherently about the fundamentals of this fascinating and increasingly relevant topic.
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Teague
Area: Humanities, Natural Sciences
NA.

AS.150.110. Philosophy of Information. 3.0 Credits.
The course introduces students to philosophy by critically examining selected texts in the Western philosophical tradition. Philosophers whose ideas will be examined include Plato, Descartes, Rousseau, and Nietzsche.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Moyar
Area: Humanities
Writing Intensive.

AS.150.111. Philosophic Classics. 3.0 Credits.
The course introduces students to philosophy by critically examining selected texts in the Western philosophical tradition. Philosophers whose ideas will be examined include Plato, Descartes, Rousseau and Nietzsche.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Moyar
Area: Humanities
Writing Intensive.

AS.150.112. Philosophical Problems. 3.0 Credits.
An introduction to philosophy through several central problems. This year’s topics are free will, death, time, and race.
Prerequisites: NA
Corequisites: NA
Instructor(s): T. Wilk
Area: Humanities
NA.

AS.150.114. Philosophy of Human Rights. 3.0 Credits.
From domestic debates about abortion and health care to international dialogue about women’s rights, genital mutilation and genocide, human rights claims have become increasingly common, and we’ve come to rely on the discourse of human rights to assess the way human beings are treated by one another and by states. But what are human rights? How are human rights claims justified? Are human rights really objective and universal or are they contingent and relative to particular cultures? Where did the human rights culture begin, and how has it become so important? This course aims to explore these questions by examining foundational human rights documents, historical works on human rights and contemporary philosophical inquiry into their foundations (or lack thereof).
Prerequisites: NA
Corequisites: NA
Instructor(s): T. Wilk
Area: Humanities
NA.

AS.150.116. Mortal Questions. 3.0 Credits.
What is the meaning of life? Is the question well-formed? What does living well require? Does death give human life meaning? What does it mean to say that life is ‘absurd’? Are we free to do as we choose? What should we make of human nature or the human condition in light of the great and ever more pervasive technological advances of the present epoch? Will we transform our nature? In light of threats of environmental catastrophes spurred by global warming, nuclear war and the like, what do we make of our daily lives and the activities that compose them? Do those equipped with the relevant capacities and apprised of the relevant information bear a moral obligation to the communities of which they are members? Crucially, these questions require us to reflect deeply on our human values. To address these questions, we will read selected works of philosophers ranging in time from Plato to the present – including both analytic and continental philosophers, men and women, the canonized and otherwise.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Lindeman
Area: Humanities
Writing Intensive.
AS.150.118. Introduction to Formal Logic. 3.0 Credits.
An introduction to symbolic logic and probability. In the first two parts of
the course we study formal ways of determining whether a conclusion
of an argument follows from its premises. Included are truth-functional
logic and predicate logic. In the third part we study the basic rules
of probability, and learn how to make probability calculations and
decisions in life. Co-listed with AS.150.632 (for graduate students) (01-F
11:00-11:50am).
Prerequisites: NA
Corequisites: NA
 Instructor(s): P. Achinstein
Area: Humanities, Quantitative and Mathematical Sciences
NA.

AS.150.122. Mortal Questions. 3.0 Credits.
What is the meaning of life? Is the question well-formed? What does living
well require? Does death give human life meaning? What does it mean
to say that life is 'absurd'? What is free will, and do we have it? What
should we make of human nature or the human condition in light of the
great and ever more pervasive technological advances of the present
epoch? Will we transform our nature? In light of threats of environmental
catastrophes spurred by global warming, nuclear war and the like, what
do we make of our daily lives and the activities that compose them?
Are we living as we ought to? Crucially, these questions and others like
them require us to reflect deeply on our human values. To address these
questions, we will read selected works of philosophers ranging in time
from Plato to the present.
Prerequisites: NA
Corequisites: NA
 Instructor(s): D. Lindeman
Area: Humanities
NA.

AS.150.130. Dystopian Dreams - Utopian Ideals. 3.0 Credits.
In this course, we will be exploring fundamental questions of philosophy
through the lenses of dystopias (in film, television, and literature) as
well as utopias (in literature and philosophy). What is human nature? Do
we still have duties if the world goes crazy? And do our lives maintain
their meaning if we give up the notion of God? In this course, we'll be
holding up dystopian and utopian mirrors to delve into questions about
our everyday reality.
Prerequisites: NA
Corequisites: NA
 Instructor(s): A. Englert
Area: Humanities
NA.

AS.150.135. Freshman Seminar: The Philosophy of Race and Racism. 3.0
Credits.
The twin specters of race and racism have perennially dominated nearly
every aspect of American social, economic, and political life. In this
course, we will try to appreciate the nature and scope of this dominance
by addressing fundamental questions about the natures, functions, and
manifestations of race and racism in contemporary American life. Topics
include: the "metaphysics" of race, conditions of racial membership, the
moral harms introduced by racism, the psychology of racial bias, and
institutional forms of racism.
Prerequisites: NA
Corequisites: NA
 Instructor(s): P. O'Donnell
Area: Humanities, Social and Behavioral Sciences
NA.

AS.150.136. Philosophy & Science: An Introduction to Both. 3.0 Credits.
Philosophers and scientists raise important questions about the nature of
the physical world, the mental world, the relationship between
them, and the right methods to use in their investigations of these
worlds. The answers they present are very different. Scientists are
usually empiricists, and want to answer questions by experiment and
observation. Philosophers don't want to do this, but defend their views a
priori. Why? Can both be right? Readings will present philosophical and
scientific views about the world and our knowledge of it. They will include
selections from major historical and contemporary figures in philosophy
and science. The course has no prerequisites in philosophy or science.
Prerequisites: NA
Corequisites: NA
 Instructor(s): P. Achinstein
Area: Humanities, Natural Sciences
NA.

AS.150.140. Minds, Bodies, and Persons. 3.0 Credits.
This course is a philosophical exploration of the mind and its relation to
the body, personhood, and artificial intelligence. First, we will consider
competing definitions of the mind and how it fits into the world. From
here, we will engage with the concept of human personhood through
an examination of what it takes to remain the same person over time.
We will also be considering whether machines could ever have minds in
the same way that human persons do, as well as the metaphysical and
practical implications of mind uploading. Through testing the boundaries
of cognition and personhood through technology, we hope to bring the
relationship between minds, bodies, and persons into clearer focus.
Prerequisites: NA
Corequisites: NA
 Instructor(s): K. Brophy
Area: Humanities
NA.

AS.150.142. What is Science?. 3.0 Credits.
A philosophical introduction to very basic questions about scientific
reasoning, its scope and limits. Is there a universal scientific method?
Can science really explain everything, anything? Must everything be
proved in science? Is science incompatible with religion? Readings will be
from scientists and philosophers who have thought about these issues
from Descartes and Newton to the present. No prerequisites either in
philosophy or science.
Prerequisites: NA
Corequisites: NA
 Instructor(s): P. Achinstein
Area: Humanities, Natural Sciences
NA.

AS.150.191. Freshman Seminar. 3.0 Credits.
The class takes a problem-oriented approach to select dialogues in
Plato. Central questions will include: the nature of motivation, and in
particular, whether it is true that everyone desires the good; and the role
of knowledge in leading a good life, in particular, whether it is true that
that virtue is knowledge. We will focus on Ion, Apology, Euthyphro, the
Meno, and the ethical books of the Republic.
Prerequisites: NA
Corequisites: NA
 Instructor(s): L. Theunissen
Area: Humanities
Writing Intensive.
AS.150.193. Philosophy of Language Seminar: Proper Names and Definite Descriptions. 3.0 Credits.
In talking with each other, we often use proper names like 'Juliet' and definite descriptions like 'The most beautiful fresco in Italy' to pick out persons and objects in our world. But what do these expressions mean exactly? In this seminar, we'll slowly and carefully work through some classic philosophical texts that address this issue. These texts will provide an introduction to the philosophy of language, and to analytic philosophy in general.
**Prerequisites:** NA
**Corequisites:** NA
**Instructor(s):** J. Bledin
**Area:** Humanities
**Writing Intensive.**

AS.150.194. Freshman Seminar: Skepticism Ancient and Modern. 3.0 Credits.
Can we gain knowledge of reality, or is everything a matter of opinion? Does it matter? Why do we want (or need) knowledge anyway? Questions like this have been the stock in trade of philosophical skeptics throughout the entire history of our Western philosophical tradition. This class will involve close readings of some classic works on the topic of skepticism with a view to understanding some of the main arguments for (and against) skepticism: how they work and how they may have changed over time. Readings include selections from Sextus Empiricus, Descartes, Hume and Wittgenstein.
**Prerequisites:** NA
**Corequisites:** NA
**Instructor(s):** M. Williams
**Area:** Humanities

AS.150.196. Freshman Seminar: Being A Good Person. 3.0 Credits.
In this seminar we explore the virtue ethics tradition and its pursuit to figure out what it means to be a good person. We creatively read the canonical tradition as well as less familiar texts in race & gender studies as well as fiction.
**Prerequisites:** NA
**Corequisites:** NA
**Instructor(s):** C. Lebron
**Area:** Humanities
**NA.**

AS.150.201. Introduction To Greek Philosophy. 3.0 Credits.
A survey of the earlier phase of Greek philosophy. Socrates, Plato, and Aristotle will be discussed, as well as two groups of thinkers who preceded them, usually known as the pre-Socratics and the Sophists.
**Prerequisites:** NA
**Corequisites:** NA
**Instructor(s):** R. Bett
**Area:** Humanities
**NA.**

AS.150.205. Introduction to the History of Modern Philosophy. 3.0 Credits.
An overview of philosophical thought in the seventeenth and eighteenth centuries. We shall focus on fundamental questions in epistemology (knowledge, how we acquire it, its scope and limits), metaphysics (the ultimate nature of reality, the relation of mind and body, free will), and theology (the existence and nature of God, God's relation to the world, whether knowledge of such things is possible): all questions that arose in dramatic ways as a result of the rise of modern science. The principal philosophers to be discussed are Descartes, Locke, Hume and Kant, though we shall also make the acquaintance of Spinoza, Leibniz and Berkeley.
**Prerequisites:** NA
**Corequisites:** NA
**Instructor(s):** M. Williams
**Area:** Humanities
**NA.**

AS.150.206. Introduction to Ethics. 3.0 Credits.
How should one live? Can we establish firmly the truth of moral claims? Or is morality an invention of society? We will be exploring the works of Aristotle, Kant, and Mill, as well as looking into some more contemporary readings. Further, we will be making connections and discussing how the questions relate to bioethics and business.
**Prerequisites:** NA
**Corequisites:** NA
**Instructor(s):** A. Englert
**Area:** Humanities
**NA.**

AS.150.207. Philosophy and Schizophrenia. 3.0 Credits.
NA
**Prerequisites:** NA
**Corequisites:** NA
**Instructor(s):** N. Andonovski
**Area:** Humanities, Natural Sciences, Social and Behavioral Sciences
**NA.**

AS.150.210. Minds, Consciousness, and Computers. 3.0 Credits.
This course is a philosophical exploration of the mind and its relation to the body, personhood, and artificial intelligence. First, we will consider competing definitions of the mind and how it fits into the world. We will also be considering whether machines could ever have minds in the same way that human persons do, as well as the metaphysical and practical implications of mind uploading.
**Prerequisites:** NA
**Corequisites:** NA
**Instructor(s):** K. Brophy
**Area:** NA
**NA.**
AS.150.215. Business Ethics. 3.0 Credits.
What is a responsible business practice? Do corporations have responsibility as "moral agents"? What is the relation between business and environment? In this course we will investigate the relationship between business practices and ethical thinking by analyzing and assessing philosophical arguments about the moral status of business. We will start by reading philosophical texts that offer an analysis of moral practices, decision-making procedures, and moral theories. In particular, we will read historical text by Aristotle, Hume, Adam Smith, Mill, Marx, and Keynes. Then we will see how these philosophical concepts and theories can be applied to the contemporary world of business. The main goal of this course is to critically evaluate the philosophical foundations and justifications for business and economic systems, and how these applies to specific issues as workplace discrimination, ethics of advertising, environmental destruction and consumer protection.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Bergamaschi Ganapini
Area: Humanities
NA.

AS.150.216. Minds and Machines. 3.0 Credits.
The course is a philosophical introduction to the topic of artificial intelligence. We will examine such questions as whether machines can think and whether we can build robots that have emotions, personalities and a sense of self. In doing so, we will touch upon a closely connected question: is the human mind itself a machine?
Prerequisites: NA
Corequisites: NA
Instructor(s): N. Andonovski
Area: Humanities, Natural Sciences
NA.

AS.150.219. Introduction to Bioethics. 3.0 Credits.
Introduction to a wide range of moral issues arising in the biomedical fields, e.g. physician-assisted suicide, human cloning, abortion, surrogacy, and human subjects research. Cross listed with Public Health Studies.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. Bok
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.150.220. Introduction to Moral Philosophy. 3.0 Credits.
An introduction to moral philosophy through in-depth and critical reading of selected texts from the history of philosophy. The philosophers whose texts will be discussed include Plato, Aristotle, Kant and Nietzsche.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. Bok; L. Theunissen
Area: Humanities
NA.

AS.150.223. Formal Methods of Philosophy. 3.0 Credits.
For better or for worse (and we think better), during the last century or so, philosophy has become infused with logic. Logic informs nearly every area of philosophy; it is part of our shared language and knowledge base. Vast segments of literature, especially in contemporary analytic philosophy, presuppose basic competence in logic and a familiarity with associated formal methods, particularly set theoretical. The standard philosophy curriculum should therefore guarantee a minimum level of logic literacy, thus enabling students to read the literature without it seeming like an impenetrable foreign tongue. This course is an introductory survey of the formal methods that a contemporary philosopher should be familiar with. It is not mathematically demanding in the way that more advanced courses in metalogic and specialized topics may be. The emphasis is on basic comprehension, not on mathematical virtuosity.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Bledin
Area: Humanities
NA.

AS.150.231. Philosophical Intuitions. 3.0 Credits.
At least according to a prevalent conception, analytic philosophers frequently appeal to intuitions - immediate opinions we come to have about cases or claims. In this course, we will discuss three questions that naturally arise: (1) How can we define intuitions and what underlies them? (2) Do philosophers really appeal to intuitions as frequently as many seem to think? (3) Which role should intuitions play in philosophy?
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Lossau
Area: Humanities, Social and Behavioral Sciences
NA.

AS.150.235. Philosophy of Religion. 3.0 Credits.
Can one prove or disprove the existence of God? What is the relation between reason and faith? Are science and religion at odds with one another? We will consider historically significant discussions of these questions as well as important contemporary writings.
Prerequisites: NA
Corequisites: NA
Instructor(s): S. Gross
Area: Humanities
NA.

AS.150.236. Contemporary Moral Issues. 3.0 Credits.
In this course, we will discuss ethical controversies related to some of the issues currently debated in the public sphere: homosexuality, sexism, racism, immigration, abortion, cloning, genetic enhancement, war, terrorism, torture, and others. Our goal will be to explore how major philosophical theories in ethics approach these controversies, and how they can help us understand and resolve these controversies.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Stojanovic
Area: Humanities
NA.
AS.150.237. Foundations of Modern Political Philosophy. 3.0 Credits.
This course is an introduction to modern political philosophy through
an intensive study of the classic texts. The focus will be on the nature
and limits of political authority under modern social conditions. Authors
included are Machiavelli, Hobbes, Locke, Rousseau and Mill.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Moyar
Area: Humanities
NA.

AS.150.238. Philosophy, Science Fiction, and Human Nature. 3.0 Credits.
This is an introduction to philosophy through themes in science fiction.
Particular emphasis will be on philosophical questions related to what
it means to be a human such as personal identity, free will, the nature
of mind, and the nature of knowledge.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Simpson
Area: Humanities
Writing Intensive.

AS.150.240. Intro-Political Philosop. 3.0 Credits.
NA
Prerequisites: NA
Corequisites: NA
Instructor(s): C. Lebron
Area: Humanities
Writing Intensive.

AS.150.245. Introduction to Philosophy of Mind. 3.0 Credits.
This is an introduction to the central problems of philosophy of mind:
the mind-body problem and the problem of self-knowledge. Of particular
interest in contemporary work is the relation of mind and brain and
whether, or how, we acquire self-knowledge.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Taylor
Area: Humanities
NA.

AS.150.253. Introduction to Philosophy of Psychology. 3.0 Credits.
Psychology is the study of mind and behavior, and philosophy of
psychology is the study of the foundations of psychology. Foundational
issues in psychology addressed by philosophy of psychology come in
the form of the following questions. What is the nature of mental
representation? What is the basic architecture of the mind, and is it
innate? Can psychological theories proceed in abstraction from the
environment? The purpose of this course is to introduce students to
these and related questions and the various answers they’ve been given.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Lindeman
Area: Social and Behavioral Sciences
NA.

AS.150.254. Philosophy and Memory. 3.0 Credits.
This course is designed as a survey of the major philosophical questions
about memory, with a particular emphasis on the way in which these
questions are affected by recent empirical evidence from psychology and
the neurosciences. The course is divided into four main parts, exploring
the topics of concern: 1. Memory and Representation 2. Memory and
and Politics In addressing these questions, we will read some of the
major philosophical works concerning memory published in the last
100 years, but we will also investigate the emerging theoretical and
experimental paradigms coming from psychology and the neurosciences.
Prerequisites: NA
Corequisites: NA
Instructor(s): N. Andonovski
Area: Humanities, Social and Behavioral Sciences
NA.

AS.150.256. Is There Progress in Science?. 3.0 Credits.
In this class we will consider the problems related to the progress of
science. First, we will discuss the problem of theory change: is there
a way to compare different scientific paradigms and to assess their
progressiveness? Next, we will deal with a more specific question: does
history of science provide evidence that our best current theories are
approximately true? Indeed, are we even justified in thinking that our
scientific theories gradually approach truth?
Prerequisites: NA
Corequisites: NA
Instructor(s): A. Kabeshkin
Area: NA
NA.

AS.150.259. Introduction to the Theory of Knowledge. 3.0 Credits.
An introduction to the central problems, concepts and theories of
philosophical epistemology (theory of knowledge). Topics to be explored
will include: what is knowledge (and why do we want it)? Can we
get it (skeptics answer "No!), or is everything in the end a matter of
opinion? (skeptics say "Yes!"). Theories of knowledge and justification:
foundationalism versus the coherence theory; externalism versus
internalism in epistemology. To what extent is knowledge an appropriate
object of theory? Readings from early 20th century through contemporary
sources.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Williams
Area: Humanities
NA.

AS.150.260. Introduction to Metaphysics. 3.0 Credits.
Metaphysics addresses fundamental questions about the nature and
structure of reality. This course will offer an introduction to metaphysics,
and a survey of metaphysical debates about topics including time,
causation, personal identity, God and free will.
Prerequisites: NA
Corequisites: NA
Instructor(s): Y. Melamed
Area: Humanities
NA.
AS.150.269. Freshman Seminar: Philosophy of Human Rights. 3.0 Credits.
This course introduces students to the methods of philosophical inquiry and writing via an exploration of philosophical questions about the foundations of human rights, the modern human rights culture, and the relationships between human rights, civil rights, group rights, and women's rights. No background in philosophy will be assumed, as the aim of the course is to teach philosophical methods while examining the language and practice of human rights, which have been central to the post-WWII global order.
Prerequisites: NA
Corequisites: NA
Instructor(s): T. Wilk
Area: Humanities
Writing Intensive.

AS.150.300. Prometheus Editorial Workshop. 1.0 Credit.
Prometheus is an international undergraduate philosophy journal published by students at Johns Hopkins University. The purpose of the journal is to promote philosophic discourse of the highest standard by offering students an opportunity to engage in open discussion, participate in the production and publication of an academic journal, and establish a community of aspiring philosophers. Students enrolled in this workshop will act as the staff readers for the journal. For more information, please visit www.prometheus-journal.com. Prerequisite: MUST have taken one philosophy course.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Kaczmarek
Area: Humanities
NA.

AS.150.301. Majors Seminar: Truth. 3.0 Credits.
A philosophical exploration of the nature of truth, looking at different theories of truth and related questions about science, morality, logic and rational disagreement.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Taylor
Area: Humanities
NA.

AS.150.304. The Ethics of Human Experimentation. 3.0 Credits.
This course will explore ethical theory, key historical events, and operational requirements of research involving human beings. Weekly discussions will focus on seminal literature and case studies that highlight conceptual and practical challenges related to informed consent; research ethics review; risk/benefit analysis; justice/fairness; globalization of research; participation of vulnerable populations; clinical equipoise; obligations to research participants and communities during studies and after research is completed; and deception in psychological and behavioral research. The course will also explore the emergence and development of the rules governing the protection of human subject research.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Ali
Area: Humanities
NA.

AS.150.307. Plato's Phaedrus. 3.0 Credits.
This is a reading course. Together we will do a close reading of one of Plato's masterpieces, the Phaedrus. We will also use this text to address general questions of interpretation, such as how to approach a philosophical classic, how to discern its underlying idea, etc.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster
Area: Humanities
NA.

AS.150.315. Philosophy of Human Rights. 3.0 Credits.
From domestic debates about abortion and health care to international dialogue about women's rights, genital mutilation and genocide human rights claims have become increasingly common, and we've come to rely on the discourse of human rights to assess the way human beings are treated by one another and by states. But what are human rights? How are human rights claims justified? Are human rights really objective and universal or are they contingent and relative to particular cultures? Where did the human rights culture begin, and how has it become so important? This course aims to explore these questions by examining foundational human rights documents, historical works on human rights and contemporary philosophical inquiry into their foundations (or lack thereof).
Prerequisites: NA
Corequisites: NA
Instructor(s): T. Wilk
Area: Humanities
Writing Intensive.

AS.150.316. Puzzles and Paradoxes. 3.0 Credits.
The course is a survey of puzzles and paradoxes of truth, belief, knowledge, meaning, confirmation, rational action, and vagueness. Specific puzzles and paradoxes include, among others: Russell's paradox, the Liar paradox, Moore's paradox, the Skeptical paradox, Newcomb's paradox, and the Sorites paradox. Besides being fun to think about, these puzzles and paradoxes touch on many areas of philosophy, including philosophy of language, logic, metaphysics, and epistemology. When introducing each puzzle or paradox, attention will be paid to its history and significance. In addition to this exposure to some of the many domains of philosophy, students will gain analytical skills applicable well beyond philosophy.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Lindeman
Area: Humanities
NA.

AS.150.317. Undergraduate Seminar for Philosophy Majors: Can Everything Be Explained?. 3.0 Credits.
We will study various philosophical theories about the nature of explanation, reduction, and speculation.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Achinstein
Area: Humanities
NA.
AS.150.323. Undergraduate Seminar: Topics in Meta-Ethics. 3.0 Credits.
This is a seminar on theoretical topics in ethics. We focus on debates over cognitivism and non-cognitivism; realism and anti-realism: reasons internalism and externalism; relativism and pluralism. We read contemporary classics by Sharon Street, T.M. Scanlon, Joseph Raz, Bernard Williams, Allan Gibbard, and others.
Prerequisites: NA
Corequisites: NA
Instructor(s): L. Theunissen
Area: Humanities
Writing Intensive.

AS.150.325. Philosophy of Oppression and Resistance. 3.0 Credits.
Human social structures can be oppressive in either explicit or covert forms, even in societies highly committed to just democratic ideals. The course will investigate what it means for an individual, practice, or institution to be oppressive, and will explore the concrete mechanisms which can underlie racialized and gendered forms of oppression in particular. Special attention will be given to the political and moral problems raised by hate speech, pornography, propaganda, ideology, and material inequality. Finally, we will discuss how social agents can resist explicit and covert oppression in a way that is conducive to the realization of just ideals.
Prerequisites: NA
Corequisites: NA
Instructor(s): K. Powell
Area: Humanities
Writing Intensive.

AS.150.326. Philosophy of Art: A Historical Introduction. 3.0 Credits.
A reading of a number of important texts from the history of philosophy dealing with topics in the philosophy of art. Particular attention will be given to the German aesthetic tradition, and especially to Hegel's aesthetics, although the most important ancient Greek contributions will be considered as well. In particular, we will read Plato, Aristotle, Plotinus, Kant, Schiller, early German Romantics, and Hegel, as well as selected secondary literature. No previous coursework in philosophy or history of art is required.
Prerequisites: NA
Corequisites: NA
Instructor(s): A. Kabeshkin
Area: Humanities
NA.

AS.150.330. Decisions, Games & Social Choice. 3.0 Credits.
We investigate rational decision making at the individual and group level. In the first section of the course on decision theory, we consider how a single rational agent will act in a choice situation given her knowledge, or lack thereof, about the world and her particular risk profile. In the second section on game theory, we explore different kinds of competitive and cooperative strategic interactions between agents, and we define different kinds of solutions, or equilibria, of these games. We also apply game theory to the study of morality, convention, and the social contract. In the final section of the course on social choice theory, we turn to group decision making with a focus on the impossibility results of Arrow and Sen.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Bledin
Area: Humanities
NA.

AS.150.340. The Philosophy of Psychology. 3.0 Credits.
This course will explore a range of philosophical issues in cognitive psychology. Topics include the nature of psychological explanation, the computational theory of mind, the relationship between psychology and neuroscience, consciousness, intentionality, nativism/empiricism, and mental architecture. This course is intended for both philosophy students and any student interested in the mind-brain sciences.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Gunderson
Area: Humanities
NA.

AS.150.351. The Philosophy of Race and Racism. 3.0 Credits.
The twin specters of race and racism have perennially dominated nearly every aspect of American social, economic, and political life. In this course, we will try to appreciate the nature and scope of this dominance by addressing fundamental questions about the natures, functions, and manifestations of race and racism in contemporary American life. Topics include: the "metaphysics" of race, conditions of racial membership, the moral harms introduced by racism, the psychology of racial bias, and institutional forms of racism.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. O'Donnell
Area: Humanities, Social and Behavioral Sciences
NA.

AS.150.355. Philosophy of Law. 3.0 Credits.
In this course we will examine major issues in the philosophy of law, including the relation of law to moral theory, the role of the Constitution in legal decisions, and the justification of punishment. No previous knowledge of law or philosophy is required.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Moyar
Area: Humanities
NA.
AS.150.356. Political Philosophy and Public Health Ethics. 3.0 Credits.
In 2015, Rand Paul generated controversy by insisting that parents should have complete discretion over whether to vaccinate their children. When pressed to come up with a defense for this policy, Paul replied, "The state doesn't own your children. Parents own the children, and it is an issue of freedom and public health." His rationale for his policy proposal and the responses to it hint at several fundamental questions about the role of the State as it pertains to producing health, as well as more practically oriented questions concerning policy. In this seminar, we will consider both sorts of questions. We will consider the merits of and objections to various policies such as cigarette bans, mandatory seatbelt or helmet laws for motorists, taxes for sugary beverages, and prohibitions of the private sale of organs. We will also ask more philosophical questions: When discussing public health, what constitutes 'the public'? And how should we connect public health and policy measures to salient concepts such as legitimacy, justice, coercion, manipulation, paternalism, autonomy, liberty, privacy, and parental rights? In asking these questions, both at the level of policy and more philosophically, we will engage with a variety of political theories, including various strands of feminism, anarchism, libertarianism, perfectionism, critical race theory, leftist theories, broadly consequentialist theories, and public reason liberalism. Must have some background in philosophy or bioethics.
Prerequisites: AS.150.219 OR AS.150.220 OR AS.150.237 OR AS.150.240
Corequisites: NA
Instructor(s): J. Bernstein
Area: Humanities
NA.

AS.150.401. Greek Philosophy: Plato and His Predecessors. 3.0 Credits.
A study of pre-Socratic philosophers, especially those to whom Plato reacted; also an examination of major dialogues of Plato with emphasis upon his principal theses and characteristic methods. Cross-listed with Classics.
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Bett
Area: Humanities
Writing Intensive.

AS.150.402. Aristotle. 3.0 Credits.
A study of major selected texts of Aristotle.
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Bett
Area: Humanities
Writing Intensive.

AS.150.403. Hellenistic Philosophy. 3.0 Credits.
A study of later Greek philosophy, stretching roughly from the death of Aristotle to the Roman imperial period. Epicureans, Stoics, and Skeptics will be the main philosophical schools examined.
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Bett
Area: Humanities
Writing Intensive.

AS.150.404. The Idea of Power. 3.0 Credits.
The idea of Power surveys seminal texts in the history of political thought on the nature, promise, and dangers of political and social power; it also critically engages contemporary texts on race and gender power relations
Prerequisites: NA
Corequisites: NA
Instructor(s): C. Lebron
Area: Humanities
NA.

AS.150.407. Enlightenment and Alienation. 3.0 Credits.
Why does the increase in enlightenment not correlate with an increase in morality and happiness? Jean-Jacques Rousseau raised this question in the middle of the 18th century and it remains a pressing question today. The course will examine the issue in Rousseau, Hegel, Marx, and Adorno, as well as in the contemporary work of Richard Moran and Rahel Jaeggi.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Moyar
Area: Humanities
NA.

AS.150.408. The Ethics of Climate Change. 3.0 Credits.
In this course we consider ethical issues related to climate change and climate change policy. These include issues about how we ought to distribute the burden of mitigation and adaption, what we owe to future generations and to the non-human world, and about our responsibilities as individuals (with respect, for example, to our diets). We briefly consider geoengineering and issues related to the widespread reliance on cost-benefit analyses in climate policy.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. McBee
Area: Humanities
NA.

AS.150.409. Wittgenstein On Certainty. 3.0 Credits.
Wittgenstein's On Certainty consists of four notebooks containing remarks on knowledge, certainty, doubt and truth. In this course, we will undertake a close study of Wittgenstein's notes, critically examining competing interpretations of Wittgenstein's ideas and the different use of those ideas have been taken up in current debates about philosophical skepticism.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Williams
Area: Humanities
NA.

AS.150.410. The Philosophy of Afrofuturism I. 3.0 Credits.
The main goal of speculative fiction is to render a familiar world slightly unfamiliar to then ask familiar questions in new ways. Afrofuturism as a genre of sci-fi, fantasy, and horror written by and about black people, applies this ethic to the problems of race, broadly speaking. In this course we survey major texts to philosophically inquire into phenomena like incarceration., Slavery and it's lingering effects, and colonialism among other themes.
Prerequisites: NA
Corequisites: NA
Instructor(s): C. Lebron
Area: Humanities
Writing Intensive.
AS.150.411. Arabic-Islamic Philosophy. 3.0 Credits.
Introduction to major philosophers of the Arabic-Islamic tradition, including Avicenna, al-Ghazali, and Averroes. Topics addressed include the existence of God, metaphysics (e.g., causality), human freedom and knowledge, revelation and reason.
Prerequisites: NA
Corequisites: NA
Instructor(s): S. Ogden
Area: Humanities
NA.

AS.150.412. Kant's Critique of Practical Reason. 3.0 Credits.
A historical and systematic study of Kant's ethics and philosophy of religion, with special attention to his Critique of Practical Reason.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster
Area: Humanities
NA.

AS.150.415. Schelling's System of Transcendental Idealism. 3.0 Credits.
Schelling's System of Transcendental Idealism is one of the key texts in the transition from Kant to Hegel. It is also one of Schelling's clearest and most successful publications, and one of the best introductions to his philosophy. This course offers a close examination of the System of Transcendental Idealism against the background of Kant and Fichte.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster
Area: Humanities
NA.

AS.150.416. Kant's major "minor writings. 3.0 Credits.
Some of Kant's so-called "minor writings" are in fact brilliant essays that represent important stages in the formation and development of his mature, "critical" philosophy. In this course we will study ten of these essays in detail.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster
Area: Humanities
NA.

AS.150.417. Kant's 'Critique Of Pure Reason. 3.0 Credits.
An examination of the philosophy of Immanuel Kant, with emphasis on The Critique of Pure Reason.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster
Area: Humanities
NA.

AS.150.418. Hermeneutics and Critical Theory. 3.0 Credits.
An introduction to two of the most important and influential schools in twentieth-century German philosophy. This course examines the works of four leading representatives of these schools, i.e. Heidegger, Gadamer, Horkheimer, and Habermas.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster
Area: Humanities
NA.

AS.150.419. Kant's Critique/Judgment. 3.0 Credits.
This course will examine closely and in detail the aesthetic and teleological parts of Kant's third masterpiece, The Critique of the Power of Judgment.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster
Area: Humanities
NA.

AS.150.420. Mathematical Logic I. 3.0 Credits.
Mathematical Logic I (H,Q) is the first semester of a year long course. It introduces the two notions of validity and provability for both sentential logic and first-order predicate logic, showing in each case that there is a system of derivation such that any argument is valid if and only if the conclusion is provable from the premises. The result is non-trivial since validity is a semantic notion involving the preservation of truth, while a proof is a finite syntactic object whose correctness can be effectively decided. The goal of the course, however, is to learn how to formulate mathematical theories in first-order logic and to explore various of their properties (or lack thereof) such as completeness, decidability, axiomatizability, finite axiomatizability, and consistency. The course concludes with a brief introduction to model theory and the interpretability of one theory in another, which is the basis for relative consistency proofs in mathematics.
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Rynasiewicz
Area: Humanities, Quantitative and Mathematical Sciences
NA.

AS.150.421. Mathematical Logic II. 3.0 Credits.
Gödel's two incompleteness theorems regarding, first the unaxiomatizability of arithmetic and, second, the impossibility of proving the consistency of arithmetic using arithmetic methods (unless arithmetic is inconsistent). Computability and Church's Thesis.
Prerequisites: AS.150.420
Corequisites: NA
Instructor(s): R. Rynasiewicz
Area: Humanities, Quantitative and Mathematical Sciences
NA.
AS.150.422. Axiomatic Set Theory. 3.0 Credits.
A development of Zermelo-Fraenkel set theory (ZF), including the axiom of choice (ZFC), a system in which all of mathematics can be formulated (i.e., entails all theorems of mathematics). Although, we'll do an exposure to transfinite ordinals and cardinals in general so that you can get a sense for how stupendously “large” these can be, the main thrust concerns certain simple, seemingly well-posed conjectures whose status appears problematic. For example, the Continuum Hypothesis (CH) is the conjecture that the cardinality of the real numbers is the first uncountable cardinality, i.e., the first cardinality greater than that of the set of natural numbers. Equivalently, there is no uncountable subset of real numbers strictly smaller in cardinality than the full set of reals. (You’d think that if there were one, you would be able eventually to find such.) Cantor thought that CH is true, but could not prove it. Gödel showed, at least, that if ZFC is consistent, then so is ZFC+CH. However, Paul Cohen later proved that if ZFC is consistent, then so is ZFC + the negation of CH. In fact, CH could fail in astoundingly many ways. For example, the cardinality of the continuum could be (weakly) inaccessible, i.e., of a cardinality that cannot even be proved to exist in ZFC (although the reals can certainly be proved to exist in ZFC). So, are there further, intuitively true axioms that can be added to ZFC to resolve the cardinality of the continuum, and CH is definitely true or false? Or, as Cohen thought, does CH simply lack a definite truth value?
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Rynasiewicz
Area: Humanities, Quantitative and Mathematical Sciences
NA.

AS.150.426. Philosophy and Disability. 3.0 Credits.
In this course, we will consider various philosophical issues related to disability. What counts as a disability? What obligations do we have, both as individuals and as a society, to people with disabilities? What counts as respecting people with disabilities, and what counts as unjustifiable discrimination against them?
Prerequisites: AS.150.219 OR AS.150.220
Corequisites: NA
Instructor(s): H. Bok
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.150.427. Aristotelian Philosophical Psychology. 3.0 Credits.
What did philosophy of mind look like before Descartes? It centered on study of the soul (psuche), or philosophical psychology. This course will focus on Aristotle’s view of the soul, its functions, and its relation to matter (hylomorphism), as well as the development of his thought by later ancient and medieval Aristotelians, including Alexander of Aphrodisias, Averroes, and Aquinas. Will conclude with examination of some renewed interest in Aristotle relative to contemporary philosophy of mind.
Prerequisites: NA
Corequisites: NA
Instructor(s): S. Ogden
Area: Humanities
NA.

AS.150.428. Spinoza’s Theological Political Treatise. 3.0 Credits.
The course is an in-depth study of Spinoza’s Theological-Political Treatise. Among the topics to be discussed are: Spinoza’s Bible criticism, the nature of religion, philosophy and faith, the nature of the ancient Hebrew State, Spinoza’s theory of the State, the role of religion in Spinoza’s political theory, the freedom to philosophize, the metaphysics of Spinoza’s Theological-Political Treatise, and finally, the reception of the TTP.
Prerequisites: NA
Corequisites: NA
Instructor(s): Y. Melamed
Area: NA
NA.

AS.150.429. Topics in Logic: Ontology and Knowledge Representation. 3.0 Credits.
Knowledge representation deals with the possible structures by which the content of what is known can be formally represented in such a way that queries can be posed and inferences drawn. Ontology concerns the hierarchical classification of entities from given domains of knowledge together with the relations between various classes, subclasses, or individuals. The main framework in which we will work is that of description logics, which are decidable fragments of varying degrees of first order predicate logic. In ontology development we will examine RDF (Resource Description Framework), its extension to RDFS, and OWL (Web Ontology Language), and use the software Protegé for specific applications. Finally, we will take a look at query languages such as SPARQL (SPARQL Protocol and RDF Query Language).
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Rynasiewicz
Area: Humanities, Quantitative and Mathematical Sciences
NA.

AS.150.430. Hegel’s Phenomenology of Spirit. 3.0 Credits.
An in-depth study of Hegel’s masterpiece, the Phenomenology of Spirit. We will be concentrating on the first half of the text.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster
Area: NA
NA.

AS.150.431. Introduction to Philosophy of Science. 3.0 Credits.
Scientific knowledge plays an important role in human understanding. What makes something scientific? For that matter, what is a scientific explanation? Philosophers have long reflected on the nature of science and the way it shapes our conception of the universe. In this course, we will explore topics at the intersection of philosophy and science, including scientific explanation, laws of nature, the problem of induction, and reductionism. This course presupposes no philosophical or scientific background.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Achinstein; R. Bett
Area: Humanities
NA.
AS.150.433. Philosophy of Space & Time. 3.0 Credits.
Is space an entity that exists independently of matter (substantivalism), or is it only an abstraction from spatial relations between bodies (relationism)? Is there a lapse of time even when nothing changes, or is time only a measure of motion? Are motion and rest contrary properties or states of a body, or are they only changes in the positions of bodies relative to one another? Philosophers and physicists have disputed these questions from antiquity to the present day. We survey the arguments and attempt to find a resolution. But there are further questions. What is the significance of incongruent counterparts (left hands vs. right hands)? Is there a fact of the matter as to the geometry of space (flat, hyperbolic or elliptical), or as to whether space-like separated events occur at the same time? What is the principle of relativity? Does Einstein’s theory have consequences for the substantivalist/relationist debate? What is the status of spacetime in current physics and cosmology? Why does time but not space have a “direction”? Are past, present and future objective features of reality, or are they merely “stubborn illusions”? Does time flow? If not, how do we account for our sense of the passage of time?
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Rynasiewicz
Area: Humanities, Natural Sciences
NA.

AS.150.434. Formal Methods of Philosophy. 3.0 Credits.
For better or for worse (and we think better), during the last century or so, philosophy has become infused with logic. Logic informs nearly every area of philosophy; it is part of our shared language and knowledge base. Vast segments of literature, especially in contemporary analytic philosophy, presuppose basic competence in logic and a familiarity with associated formal methods, particularly set theoretical. The standard philosophy curriculum should therefore guarantee a minimum level of logic literacy, thus enabling students to read the literature without it seeming like an impenetrable foreign tongue. This course is an introductory survey of the formal methods that a contemporary philosopher should be familiar with. It is not mathematically demanding in the way that more advanced courses in metalogic and specialized topics may be. The emphasis is on basic comprehension, not on mathematical virtuosity. Co-taught with AS.150.223 Formal Methods of Philosophy.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Bledin
Area: Humanities
NA.

AS.150.435. Maimonides’ Guide of the Perplexed & Political Theology. 3.0 Credits.
The seminar is an in-depth study of Maimonides’ magisterial work, the Guide of the Perplexed. Special attention will be given to Maimonides’ views about the political functions of religion. We will also read modern commentaries and responses to the Guide, by Leibniz, Spinoza, and Salomon Maimon.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Katz; Y. Melamed
Area: Humanities
NA.

AS.150.436. Philosophy of Gender. 3.0 Credits.
In this class we will examine philosophical questions about gender, and about the intersections between gender and other social categories including race, class and sexuality. We will focus specifically on questions about the metaphysics of gender and other social categories.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Taylor
Area: Humanities
NA.

AS.150.437. KANT’S Opus Postumum. 3.0 Credits.
Why did Kant, after he had completed the three Critiques, work on a book with the title, Transition from the Metaphysical Foundations of Natural Science to Physics – better known as his Opus postumum? Why did this project eventually come to include ethics and result in a revision of Kant’s transcendental philosophy? Questions like these will be answered by means of a close study of Kant’s text, and by relating the text to (a) his Metaphysical Foundations of Natural Science and (b) to his ethical writings from the critical period.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster
Area: Humanities
NA.

AS.150.438. Spinoza’s Ethics. 3.0 Credits.
The seminar is an in depth study of Spinoza’s major work, The Ethics.
Prerequisites: NA
Corequisites: NA
Instructor(s): Y. Melamed
Area: Humanities
NA.

AS.150.440. The Making of Black Lives Matter. 3.0 Credits.
This course explores the history of black thought that informs the ethics of the contemporary movement for black lives.
Prerequisites: NA
Corequisites: NA
Instructor(s): C. Lebron
Area: Humanities
Writing Intensive.

AS.150.442. The Philosophy of Ludwig Wittgenstein. 3.0 Credits.
We will read Wittgenstein’s two great works: Tractatus Logico-Philosophicus (1921) and Philosophical Investigations (1953). We may also devote some time to his late, unpublished work, Uncertainty.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Williams
Area: Humanities
NA.

AS.150.444. The Identity of Indiscernibles. 3.0 Credits.
Can two things (such as bodies, events, moments, thoughts, or geometrical points) have precisely the same qualities? If so, what makes them different from each other? In this class we will explore the debate about the Principle of the Identity of Indiscernibles. Readings will include texts by: Leibniz, Clarke, Max Black, Ayer, Ian Hacking, Robert Adams, and Michael Della Rocca.
Prerequisites: NA
Corequisites: NA
Instructor(s): Y. Melamed
Area: Humanities
NA.
AS.150.446. Hegel’s Science of Logic. 3.0 Credits.
In this course we will focus on the first two parts of Hegel’s Science of Logic, and address the following issues (among others). In what sense is Hegel’s dialectical logic continuous with the classical metaphysical tradition and in what sense is it a critique of traditional metaphysics? What motivates the project, or what questions does Hegel think his logic can answer that previous logics did not?

Prerequisites: NA
Corequisites: NA
Instructor(s): D. Moyar; E. Forster
Area: Humanities
NA.

AS.150.447. The Logic of Spinoza’s Ethics. 3.0 Credits.
One of the unique aspects of Spinoza’s major work, the Ethics, is its formal or “geometric” structure. The book is written following the model of Euclid’s Elements, with Definitions, Axioms, Propositions, and Demonstrations. In this seminar, we scrutinize the deductive structure of the Ethics and some of its earlier drafts. We consider the role and epistemic status of the definitions and axioms, attempt to provide rigorous reconstructions of some of its key propositions, and also investigate the possibility of alternative routes between these propositions.

Prerequisites: NA
Corequisites: NA
Instructor(s): J. Bledin; Y. Melamed
Area: Humanities
NA.

AS.150.448. The Religion of Morality. 3.0 Credits.
In the wake of the Enlightenment criticism of traditional forms of religion, philosophers attempted to give religion a rational basis by equating it with moral practice. We will examine this religion of morality with the goal of determining whether it can vindicate its claim to be a genuine religion. We will read texts by Rousseau, Kant, Fichte, Hegel and Emerson.

Prerequisites: NA
Corequisites: NA
Instructor(s): D. Moyar
Area: Humanities
NA.

AS.150.452. Freedom of Will & Moral Responsibility. 3.0 Credits.
What are freedom of the will and moral responsibility? Are they compatible with determinism or naturalism? This course will examine various philosophers’ answers to these questions.

Prerequisites: NA
Corequisites: NA
Instructor(s): H. Bok
Area: Humanities
Writing Intensive.

AS.150.454. The Value of Humanity. 3.0 Credits.
Are human beings distinctively valuable? What makes us valuable? And how should we respond to the value of human beings? The course is divided into four parts. The first part takes up questions about the basis of human value. We consider various proposals, including Kant’s, about the valuable feature or capacity of human beings. Are we valuable in virtue of having a good will, in virtue of being agents, in virtue of being valuers, or something further? The second part takes up questions about the explanation of the value of human beings. Does the proposed feature make us valuable because it instantiates a simple value property, making us valuable in ourselves, or simpliciter? We consider whether the notion of value simpliciter is a notion we fully understand, or need. Does the proposed feature make us valuable because it makes us good-for something or someone? Who or what does it make us good-for? Or again, does the proposed feature make us such that we are objects of an appropriate attitude or practical stance? If so, what is the attitude or stance? The third part of the course takes up normative questions about the appropriate mode of responding to human beings. We consider whether it makes sense to say that human beings are “ends-in-themselves,” and what it would mean to treat a person as an end-in-itself. We also consider various accounts of respect. A guiding question is whether human beings are the only appropriate objects of respect, or whether we can respect other beings, and even artifacts. The fourth part of the class applies what we have learned so far to related topics: to the question of whether human life or existence is valuable, and conversely, whether death is disvaluable. We consider, albeit briefly, the value of human beings in relation to the value of animals. And we ask about the role of Kantian notions like dignity in applied contexts, so that highly philosophical considerations about value are shown to have real-world bearing.

Prerequisites: NA
Corequisites: NA
Instructor(s): L. Theunissen
Area: Humanities
NA.

AS.150.455. Ethics And Animals. 3.0 Credits.
NA
Prerequisites: NA
Corequisites: NA
Instructor(s): H. Bok
Area: Humanities
Writing Intensive.

AS.150.456. Medieval Philosophy. 3.0 Credits.

Prerequisites: NA
Corequisites: NA
Instructor(s): S. Ogden
Area: Humanities
NA.
AS.150.457. Color and Color Perception. 3.0 Credits.
An examination of philosophically relevant discussions of the nature of color and color perception, from both historical and contemporary perspectives.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster; S. Gross
Area: Humanities
NA.

AS.150.458. The Biggest Hits in Philosophy of Science (20th and 21st Centuries). 3.0 Credits.
Readings from Duhem, Carnap, Hempel, Popper, Quine, Kuhn, Feyerabend, van Fraassen, and others who got us where we are in the field today.
Quine said: Philosophy of science is philosophy enough. Is it?
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Achinstein
Area: Humanities, Social and Behavioral Sciences
NA.

AS.150.459. Counterfactual Reasoning, Normative & Descriptive Aspects. 3.0 Credits.
Counterfactual reasoning is reasoning about what would be the case if things had been other than they are: If it had been sunny and so I didn't run into that store for cover from the rain, maybe I would never have met my future partner! How ought one to reason counterfactually? How do people in fact do it? Counterfactual reasoning might seem like a narrow topic, but it is of fundamental importance to both scientific and everyday inquiry, where it is intimately connected to the use of imagination, planning for the future, assessment of and learning from the past, providing explanations, understanding fictions, and constructing experiments. This course will explore both normative and empirical aspects of counterfactual reasoning, drawing upon readings in philosophy, psychology, and linguistics. An overarching goal of this course is to arrive at a better understanding of counterfactuality that is informed by research across these different disciplines.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Bledin; S. Gross
Area: Humanities
NA.

AS.150.460. Rawls and His Critics. 3.0 Credits.
John Rawls was the most important moral and political thinker of the 20th century. In this course we will look at his two main works, A Theory of Justice and Political Liberalism, along with some of the more influential criticisms of his ideas. Main topics will include the derivation of principles of justice, the role of the good in liberal political theory, and the nature of reasonable pluralism.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Moyar; H. Bok
Area: Humanities
NA.

AS.150.461. Russell, Frege, Wittgenstein: Foundations of Analytic Philosophy. 3.0 Credits.
Russel, Frege, and Wittgenstein (in Tractus) provided much of the philosophical foundation for 20th C. analytic philosophy. Their influence continues to be felt, especially in their conception of philosophical problems and the methods by which they can be solved.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Williams
Area: Humanities
NA.

AS.150.462. Islamic Political Philosophy. 3.0 Credits.
An introduction to the history of Islamic political philosophy, primarily focused on two flashpoints of encounter between the religion of Islam and other philosophical/political systems—an early one with ancient Greek philosophy (especially in the works of Plato and Aristotle), and a period of interface with modern Western secular political thought, from the late 19th century to present. Our goal will be to try to understand some of the varying responses in each period as Muslim thinkers seek authentic engagement with external and internal trends, both religious and philosophical. The focus will be on primary texts from philosophically engaged thinkers (who may or may not consider themselves philosophers).
Prerequisites: NA
Corequisites: NA
Instructor(s): S. Ogden
Area: Humanities
NA.

AS.150.463. The Value of Humanity and Nature. 3.0 Credits.
We start by posing a question: who, or what, has standing in the moral community? First we consider an appealing answer—humanity—then we consider whether moral status extends to nonhuman animals and the environment. We will focus on the notion of being valuable, and how it relates to moral considerability. No background in philosophy is required.
Prerequisites: NA
Corequisites: NA
Instructor(s): K. Powell
Area: Humanities
Writing Intensive.

AS.150.464. Hegel's Philosophy of Right. 3.0 Credits.
This course will be a close reading of G.W.F. Hegel's Philosophy of Right. Some of the main topics for discussion will be the relation of law and morality, the dependence of the political philosophy on Hegel's Logic, and the relation of individual and social conceptions of freedom.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Moyar
Area: Humanities
NA.
AS.150.466. Recent Work in Skepticism. 3.0 Credits.
We all take it for granted that perceptual experience yields knowledge of the world around us. But in the first of his Meditations on First Philosophy, Descartes invents a new and puzzling thought experiment. He imagines an Evil Demon with the power to manipulate the total course of his (Descartes's) experience, so that what he naturally takes to be experience of the world around him is really a kind of perpetual dream: a simulation or virtual reality, as we might way today. Descartes's problem, which has made its way into popular culture through films like those in the "Matrix" series, remains a source of philosophical puzzlement. While no one believes that skeptical hypotheses like Demon or computer deception are true, it is not easy to say how we can exclude them. Given that the deception is systematic, it seems that any "evidence" I cite could itself be part of the simulation. So how do I (or could I) know (for sure) that I'm not the victim of the Deceiver or the Matrix? We shall examine some of the latest attempts to respond to Descartes's challenge. Does the "How could I know?" question admit of a theoretical answer, or is the question itself somehow ill-posed? Can we answer it without making significant concessions to skepticism? Exploring such questions should teach us some interesting lessons about knowledge (or the concept of knowledge).
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Williams
Area: Humanities
NA.

AS.150.467. Philosophic Logic. 3.0 Credits.
This course is a survey of various topics in philosophical logic. We begin with a review of the model theory of classical first-order logic (FOL). In our first unit, we will then move beyond the standard existential and universal quantifiers of FOL and consider generalized quantifiers, substitutional quantifiers, and plural quantification. In our second unit, we will investigate the theory of propositional modal logic, considering its syntax, semantics, proof theory, and some of its applications. In our fourth unit, we inquire into the nature and normativity of logical validity.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Bledin
Area: Humanities
NA.

AS.150.473. Classics of Analytic Philosophy. 3.0 Credits.
A reading of some of the classic philosophical works in 20th Century Analytic Philosophy, beginning with G. Frege and ending with V.O. Quine.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Williams
Area: Humanities
NA.

AS.150.474. Justice and Health. 3.0 Credits.
Course will consider the bearing of theories of justice on health care. Topics will include national health insurance, rationing and cost containment, and what justice requires of researchers in developing countries.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. Bok
Area: Humanities
NA.

AS.150.476. Philosophy and Cognitive Science. 3.0 Credits.
This term's topic will be "cognitive penetration". Can what you believe change how things look and sound? For example, do paintings look different to someone who knows a lot about art history and aesthetics? Can racial prejudice cause someone to see a cellphone as a gun? If your beliefs can alter your perceptions, how can perceptions provide neutral justification for beliefs? And how does one draw a distinction between perception and thought in the first place? Readings will be drawn both from philosophy (e.g., Fodor, Block, Siegel) and psychology (e.g., Pylyshyn, Firestone, Lupyan). Recommended Course Background: Some previous exposure to philosophy, the mind-brain sciences, or other relevant background.
Prerequisites: NA
Corequisites: NA
Instructor(s): S. Gross
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.150.479. The Ethics of Making Babies. 3.0 Credits.
In this class, we will investigate many aspects of the ethics of making babies, asking not only which children we should create and how we should create them, but whether we should make any more people at all. Investigating these questions will take us through large chunks of moral theory, bioethics, and public health ethics. For more information, or to request permission of the instructor (for those who do not meet the prerequisite requirements), email Travis Rieder at trieder@jhu.edu.
Recommended Course Background: One course in ethics or bioethics, or permission of the instructor.
Prerequisites: NA
Corequisites: NA
Instructor(s): T. Rieder
Area: Humanities
NA.

AS.150.481. Hobbes' Leviathan. 3.0 Credits.
Thomas Hobbes' Leviathan is a masterpiece of modern political philosophy. This class is an in-depth study of that work.
Prerequisites: NA
Corequisites: NA
Instructor(s): Y. Melamed
Area: Humanities
NA.

AS.150.482. Food Ethics. 3.0 Credits.
Eating is an essential human activity: we need to eat to survive. But how should we eat? In this course, we consider such ethical questions as: Are certain forms of agriculture better for the environment, and is this a decisive reason to support them? What is the extent of hunger and food insecurity, in this country and globally, and what should be done about it? Is it morally wrong to make animals suffer and to kill them in order to eat them? Should we eat in ways that express and honor our cultures, our religions, and our family traditions—or is this comparatively unimportant? Should the government try to influence our food choices, to make them healthier?
Prerequisites: NA
Corequisites: NA
Instructor(s): A. Barnhill
Area: Humanities
NA.
AS.150.483. Evidence, Foundations of Probability, and Speculation. 3.0 Credits.
The course examines major theories about the meaning of evidence and probability, and in terms of these provides answers to the questions “What is a scientific speculation?” and “When, if at all, is speculating important or even legitimate in science?” No preview study of evidence or probability is required.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Achinstein
Area: Humanities
NA.

AS.150.485. Descartes and Spinoza. 3.0 Credits.
Descartes and Spinoza are two of the leading philosophers of the modern period. In the class we will study the works of both figures. Special attention will be assigned to Spinoza’s early works.
Prerequisites: NA
Corequisites: NA
Instructor(s): Y. Melamed
Area: Humanities
NA.

AS.150.487. Fundamental Principles of Philosophical Rationalism. 3.0 Credits.
At the center of Leibniz rationalist metaphysics are four interrelated philosophical principles: (1) The Law of Non-Contradiction, (2) The Principle of Sufficient Reason (roughly, the claim that everything must have a reason), (3) The Identity of Indiscernibles (roughly, the claim that there are no two perfectly similar things), and (4) The Predicate in Subject Principle (the claim that in every true proposition the concept of the predicate is somehow contained in the concept of the subject). In this class we will study these four principles, i.e., their modal strength, range, justification, and interrelations both in early modern philosophy (Leibniz, Spinoza, and Clarke), and in contemporary philosophy (Della Rocca, Sam Levey, Dasgupta, Max Black).
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Bledin; Y. Melamed
Area: Humanities
NA.

AS.150.491. American Philosophy: Pragmatism. 3.0 Credits.
Studies of major figures in the history of American philosophy beginning with the 19th century. The course focuses on the development of pragmatism in the work Peirce, James and Dewey. Other philosophers, such as Royce and Mead, may also be studied.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Williams
Area: Humanities, Quantitative and Mathematical Sciences
NA.

AS.150.498. Modal Logic and Its Applications. 3.0 Credits.
In the first part of the course, we’ll investigate the theory of modal logic, considering its syntax, semantics, and proof theory. We’ll then turn to some its philosophical applications: epistemic logic, counterfactuals, deontic logic, intuitionistic logic, and the metatheory of time.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Bledin
Area: Humanities, Quantitative and Mathematical Sciences
NA.

AS.150.499. The Principle of Sufficient Reason. 3.0 Credits.
According to the Principle of Sufficient Reason every fact must have a reason, or explanation. In other words: there are no brute facts. If a certain penguin has three dots on its right wing - there must be a reason for this. If there are no penguins with precisely three dots on their right wings - there must be a reason for that as well. In the first half of the course we will read works by Kant, Maimon, Hegel, Schopenhauer, and some contemporary analytic philosophers, and discuss the plausibility, implications, and justification of the principle.
Prerequisites: NA
Corequisites: NA
Instructor(s): Y. Melamed
Area: Humanities
NA.

AS.150.511. Directed Study. 3.0 Credits.
Individual study of special topics, under regular supervision of a faculty member. Special permission is required.
Prerequisites: You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration > Online Forms.
Corequisites: NA
Instructor(s): Staff
Area: NA
Writing Intensive.

AS.150.512. Directed Study. 0.0 - 3.0 Credits.
NA
Prerequisites: You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration > Online Forms.
Corequisites: NA
Instructor(s): Staff
Area: NA
NA.

AS.150.551. Honors Project. 3.0 Credits.
See departmental major adviser.
Prerequisites: You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration > Online Forms.
Corequisites: NA
Instructor(s): Staff
Area: NA
NA.

AS.150.552. Honors Project. 0.0 - 3.0 Credits.
NA
Prerequisites: You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration > Online Forms.
Corequisites: NA
Instructor(s): Staff
Area: NA
NA.
AS.150.600. Reason Virtue and the Good. NA Credit.
This is a course in theoretical ethics structured around the topics of reason, virtue, and the good. Questions include: Are there types of value? What is it to value something? Is there a property good? What would it mean for goodness to be relational rather than non-relational? What is the ground of excellence? How is excellence related to the good? Should we understand virtue on the model of perception? Is there an important difference between facts and values? Is there something distinctive about practical reason? What is the role of the good in intentional action?
Prerequisites: NA
Corequisites: NA
Instructor(s): L. Theunissen
Area: Humanities

An introduction to the major theories of probability and to theories of evidence. There are no mathematical or philosophical pre-requisites.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Achinstein
Area: Humanities, Quantitative and Mathematical Sciences

AS.150.604. Graduate Seminar in the Philosophy of Science: The Big Issues. NA Credit.
Readings from Duhem, Carnap, Hempel, Popper, Quine, Kuhn, Feyerabend, van Fraassen, and others who, in the 20th and 21st centuries, got us where we are in the field today. And Quine added: philosophy of science is philosophy enough. Is it?
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Achinstein
Area: Humanities, Social and Behavioral Sciences

AS.150.606. Seminar on Skepticism - Ancient & Modern. NA Credit.
Course will focus on ancient skepticism as a way of life, and on the role of epistemological argument in skepticism so conceived. The seminar will end with a brief look at early modern reactions to ancient skepticism.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Williams; R. Bett
Area: NA

AS.150.607. Graduate Seminar: Knowledge and Perception. NA Credit.
How does perception reveal the world, if it does? Why have philosophical reflections on perception often led to skepticism? For background, we will start with readings from Ayer and Austin (on the sense-datum theory), and Sellars (on the Myth of the Given). We will then spend time on contemporary "disjunctive" accounts of perceptual consciousness, with readings from McDowell, Travis and (possibly) others.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Williams
Area: Humanities

AS.150.608. Graduate Seminar-Speculation: Scientific and Philosophical. NA Credit.
Some say that speculation whether in science or philosophy, should be avoided at all costs (e.g., Descartes, Newton). Others say that speculation is okay as long as it is followed by argument or evidence (e.g., Popper). Still others encourage one to freely speculate in the absence of argument or evidence (e.g., Feyerabend). Are any of these views right? What is speculation, and is it subject to any universal standards? What is evidence, and is it subject to universal standards? Readings will be from authors mentioned above and from quite a few others. We will look at some very general influential philosophical=scientific speculations, such as the claim that nature is simple and that everything is explainable, as well as some more specific ones.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Achinstein
Area: Humanities

AS.150.609. Fichte, Schelling and Spinoza. NA Credit.
Spinoza constituted a major philosophical interlocutor for both Fichte and Schelling. In this class will study the critical reception of Spinoza by the two philosophers. Among the topics we intend to discuss are: freedom, God, the concept of substance, the nature of thought, and reason. Recommended Course Background: Previous acquaintance with Spinoza's ethics.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster; Y. Melamed
Area: Humanities

AS.150.610. Virtue Ethics. NA Credit.
A study of recent work in virtue ethics.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. Bok
Area: NA

AS.150.614. Topics in Meta-Ethics (Graduate Seminar). NA Credit.
This is a seminar on theoretical topics in ethics. We focus on debates over cognitivism and non-cognitivism; realism and anti-realism; reasons internalism and externalism; relativism and skepticism. We read contemporary classics by Sharon Street, T. M. Scanlon, Joseph Raz, Bernard Williams, Allan Gibbard, and others.
Prerequisites: NA
Corequisites: NA
Instructor(s): L. Theunissen
Area: Humanities

AS.150.615. Martin Heidegger, Being and Time: Integral Reading and Current Perspectives. NA Credit.
Starting with a detailed discussion of its Introduction and Division One, this jointly taught seminar will bring phenomenological, hermeneutic, and deconstructive as well as analytic, epistemological, and pragmatist methods and viewpoints to bear upon this modern classic. Co-listed with AS.300.653
Prerequisites: NA
Corequisites: NA
Instructor(s): H. de Vries; M. Williams
Area: Humanities
AS.150.618. Martin Heidegger, Being and Time: Integral Reading and Current Perspectives II. NA Credit.
Starting with a brief overview and recapitulation of themes discussed in its Introduction and Division One, this jointly will focus on Division Two of Being and Time and bring phenomenological, hermeneutic, and deconstructive as well as analytic, epistemological, and pragmatist methods and viewpoints to bear upon this modern classic.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. de Vries; M. Williams
Area: Humanities
NA.

AS.150.619. Topics in Hegel's Philosophy: The Philosophy of Right. NA Credit.
This course will be a close reading of G.W.F. Hegel's Philosophy of Right. Some of the main topics for discussion will be the relation of law and morality, the dependence of the political philosophy on Hegel's Logic, and the relation of individual and social conceptions of freedom.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Moyar; E. Forster
Area: Humanities
NA.

AS.150.625. Fatalism and the Logic of Unconditionals. NA Credit.
Since the early eighties, there has been a growing movement away from traditional truth-centric theories of meaning and consequence towards more information-oriented accounts. Given these relatively new developments, I think the time is ripe for reconsidering one of the oldest arguments in philosophy: the "Idle Argument" for fatalism. This notorious argument survives in Cicero's De Fato from 44BC but the version that we will focus on in the seminar is based on Dummett's classic "Bringing About the Past" [1964].
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Bledin
Area: Humanities
NA.

AS.150.627. Seminar in Epistemology. NA Credit.
Topic: Realism and its Critics Questions circling around issues of "realism" have been prominent in contemporary philosophy. Some philosophers argue for or against realism across the board. Here the fundamental issue is often taken to be semantic: can truth be radically evidence-transcendent, so that a proposition must be true or false even if we will never have evidence one way or another? But there are also more local questions. Do scientific theories that postulate unobservables aim to state literal truths about such theoretical entities (as scientific realists claim), or are they better understood as devices for linking and systematizing observational evidence (as instrumentalists or constructive empiricists argue)? Are there mind-independent moral or aesthetic facts (as moral and aesthetic realists suppose), or are moral and aesthetic judgments better understood in some other way, for example as fundamentally "expressive" rather than "descriptive". Many philosophers continue to hold that such questions raise deep metaphysical issues. But this view has been challenged by metaphysical quietists, who argue that the whole issue of realism versus non- or anti-realism is best avoided. So should we be realists, either in general or selectively? Or is quietism the better option? What is realism anyway? The aim of this seminar is to explore influential arguments that arise in the attempt to answer such questions.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Williams; P. Achinstein
Area: Humanities
NA.

AS.150.632. Formal Logic. NA Credit.
An introduction to symbolic logic and probability. In the first two parts of the course we study formal ways of determining whether a conclusion follows from its premises. Included are truth-functional logic and predicate logic. In the third part we study the basic rules of probability and learn how to make probability calculations and decisions in life. Co-listed with AS.150.118 (for undergraduate students) (01-F 11:00-11:50am).
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Achinstein
Area: Humanities, Quantitative and Mathematical Sciences
NA.

AS.150.636. Spinoza and Hegel. NA Credit.
Spinoza and Hegel are two of the greatest philosophers of the modern period. Both philosophers are bold and difficult, and both exerted a decisive influence on later developments of Western philosophy. In this class, we will attempt to reconstruct a philosophical dialogue between the two philosophers. Topics to be discussed include: the nature of philosophy, basic ontology, kinds of knowledge, negation and contradiction, freedom, the reality of time, teleology and human history, the role and value of the state.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Forster; Y. Melamed
Area: Humanities
NA.
Although all three were Copernicans in the broad sense, these great mathematician-philosophers of the 17th century held subtly different positions on the question whether the sun or the earth moves, in large part because they proposed very different analyses of what it is for a body to move. These analyses emerge from quite divergent views on space, time, matter, mind, and scientific-philosophical method in relation to natural theology. The focus of the seminar is on the interaction of these views: Newton’s rejection of Descartes’ Followed by the clash between Newton’s and Leibniz’s.
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Rynasiewicz
Area: Humanities
NA.

AS.150.653. Seminar in Philosophy in Physics. NA Credit.
Philosophical Problems of Cosmology. Topics include: the nature of spacetime; physical infinity; the arrow of time; laws of nature and initial conditions; limits to explanation; applicability of quantum mechanics to the universe as a whole; inflation; selection effects and the anthropic principle, multiverses, objective probability.
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Rynasiewicz
Area: Humanities
NA.

AS.150.656. Practical Reason in German Idealism. NA Credit.
In this course we will examine the development of idealist theories of practical reason. We will read Kant's Critique of Practical Reason, Fichte's System of Ethics, and selections from Hegel's writings.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Moyar
Area: Humanities
NA.

AS.150.657. Philosophy of Language. NA Credit.
We will investigate one or more specialized topics in formal semantic and pragmatics.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Bledin
Area: NA
NA.

AS.150.656. Explanation in Science and Metaphysics. NA Credit.
Questions about the nature of metaphysical explanation are central to contemporary metaphysics. These questions are relevant to similar debates in philosophy of science about the nature of scientific explanation. In this seminar we will examine questions about the nature and role of metaphysical explanation, specifically focusing on the comparison between metaphysical explanation and scientific explanation.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Taylor
Area: Humanities, Social and Behavioral Sciences
NA.

AS.150.658. Graduate Seminar on Essence. NA Credit.
An exploration of historical and contemporary work on the metaphysics of essence, and related questions about modality, explanation, identity and the Principle of Sufficient Reason. Readings will include work from Aristotle, Spinoza, Kripke and Fine. This course is open to upper level undergraduate students with the permission of the instructor.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Taylor; Y. Melamed
Area: Humanities
NA.

AS.150.676. Graduate Seminar: Current Topics in Philosophy. NA Credit.
Rather than having a set topic, the point of this seminar is to stay up-to-date with the current philosophy literature by working through 1-2 recently published papers each week. The papers covered will depend on the research interests of the seminar participants (and my own).
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Bledin
Area: Humanities
NA.

AS.150.677. Moral Imagination. NA Credit.
This course explores the relationship between moral principles and how we use imagination to put or fail to put principles to work. We will read widely and eclectically in exploring this relationship.
Prerequisites: NA
Corequisites: NA
Instructor(s): C. Lebron
Area: Humanities
NA.

AS.150.678. Social Construction. NA Credit.
An exploration of the metaphysics of social construction, examining different theories of social construction and related questions about social ontology, scientific realism and the boundaries of metaphysics.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Taylor
Area: Humanities
NA.

AS.150.810. Independent Study. NA Credit.
NA
Prerequisites: NA
Corequisites: NA
Instructor(s): Staff
Area: NA
NA.

AS.150.811. Directed Study. NA Credit.
Please see AS.150.810 for section numbers to use when registering.
Prerequisites: NA
Corequisites: NA
Instructor(s): Staff
Area: NA
NA.
AS.150.812. Directed Study. NA Credit.
Please see AS.150.810 for section number to use when registering.
Prerequisites: NA
Corequisites: NA
Instructor(s): Staff
Area: NA
NA.

AS.150.821. Research Seminar in Language and Mind. NA Credit.
A workshop for current departmental research in language and mind. Permission required.
Prerequisites: NA
Corequisites: NA
Instructor(s): S. Gross
Area: Humanities
NA.

Cross Listed Courses

Classics
AS.040.241. The Greeks and Their Emotions. 3.0 Credits.
This seminar is meant as an introduction to the study of ancient emotions, with a particular emphasis on how the Greeks of the Archaic, Classical and Hellenistic periods conceptualized, portrayed and lived their emotions through linguistic, literary and artistic expression. After an analysis of how the ancient Greek terminology for the emotions differs from our own, we shall focus on the phenomenon of emotion as deeply rooted in the physical body, and in light of this we will contemplate (and question) its universality. Texts will be read in translation. No knowledge of ancient Greek required.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Asuni
Area: Humanities
Writing Intensive.

History
AS.100.295. American Intellectual History since the Civil War. 3.0 Credits.
Readings in American social thought since 1865, ranging across developments in philosophy, literature, law, economics, and political theory.
Prerequisites: NA
Corequisites: NA
Instructor(s): A. Burgin
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

Political Science
AS.191.344. Belonging to Nature in the Anthropocene. 3.0 Credits.
This course explores debates in contemporary environmental political thought concerning humanity's relationship to nature in the Anthropocene. The Anthropocene refers to the era in which "human" activity becomes a force of "nature"—when the impact of human activity on natural processes manifests itself in the stuff of the Earth. For many of us, these planetary transformations are hardly noticeable in day-to-day life, but they are dramatic: we are living through the Earth's sixth mass extinction. What is our relationship to these transformations? Do we have the power to stop them, or at least to minimize their harmful effects? Course readings and films introduce multiple visions of the human/nature relationship and examine the responses they recommend to these and other questions. The political stakes of these visions are brought to light as we consider: How do visions of the human/nature relationship shape and texture core political concepts like freedom, agency, responsibility, and progress? What do they suggest about the strategies most likely to motivate action amid the uncertainty of the Anthropocene? How do these visions subtly (and not so subtly) relegate some to the realm of "nature" so that others can be classified as "human"?
Prerequisites: NA
Corequisites: NA
Instructor(s): S. Erev
Area: NA
Writing Intensive.

Islamic Studies
AS.194.401. Themes in Medieval Islamic Thought. 3.0 Credits.
This seminar examines medieval Muslim thinkers who addressed themes at the intersection of theology, philosophy, science, and ethics: the definition of the nature of God's attributes, His uniqueness, transcendence and omnipotence; human freewill and the limits of human knowledge; the nature of the world; and the relationship among reason, religion, and science. The course will look at how these and other crucial themes were addressed by major medieval philosophers and philosophical schools not only in Islam, but also in Judaism and Christianity, and highlight similarities and differences among the three major monotheistic faiths.
Prerequisites: NA
Corequisites: NA
Instructor(s): G. Ferrario
Area: Humanities, Social and Behavioral Sciences
NA.

Psychological Brain Sciences
AS.200.336. Foundations of Mind. 4.0 Credits.
An interdisciplinary investigation into the innateness of concepts: perception, number, language, and morality, physics discussed. Evidence from animals, infants, patients, brains. Students collect data in sections investigating claims from the readings. Cross-listed with Cognitive Science and Philosophy.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Halberda; L. Feigenson
Area: Social and Behavioral Sciences
NA.
German Romance Languages Literatures

AS.211.265. Panorama of German Thought. 3.0 Credits.
This course explores the rich terrain of German literature and philosophical thought, from the Enlightenment to today. At each meeting, we will investigate canonical texts of the German intellectual tradition, with an eye to establishing their well-deserved place in wider, global discourses. In this way, we will learn to think critically with these important literary and philosophical texts from German-speaking lands as a means of viewing and appreciating the full panorama of German thought. Authors discussed may include Kant, Goethe, Schiller, Hegel, Kleist, Heine, Fontane, Nietzsche, Freud, Kafka, Heidegger, Mann and Bernhard. Readings and discussion will be in English. German is appreciated but not required. Students have the option of an additional hour of German discussion (to be scheduled at a mutually agreed time) and doing all the assignments in German for German-language credit (3+1) towards the major or minor. Students interested in that option should register for section 2.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Dornbach
Area: Humanities
Writing Intensive.

AS.211.640. The Literature of Existence. NA Credit.
This seminar will explore some key expressions of what could loosely be called existentialist writing from the early twentieth century to the present day, to the end of coming to terms with an emerging “new politics of existence.” While there will be some emphasis on Spanish language materials, including writings by José Ortega Y Gasset, Miguel de Unamuno, María Zambrano, and Jorge Luis Borges, we will also be reading important works by Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, and Martin Hägglund.
Prerequisites: NA
Corequisites: NA
Instructor(s): W. Egginton
Area: Humanities
Writing Intensive.

AS.211.707. Film and Philosophy: The Surrealist Cinema of Alejandro Jodorowsky. NA Credit.
The films of Chilean cult director Alejandro Jodorowsky have confounded, infuriated, and intrigued critics and audiences alike throughout his 50-plus-year career. In this seminar we will examine the expanse of his cinematic production in order to delve into fundamental philosophical questions of representation, violence, and the relation between visual imagery and poetry.
Prerequisites: NA
Corequisites: NA
Instructor(s): W. Egginton
Area: Humanities
Writing Intensive.

AS.211.777. The Critical Unconscious. NA Credit.
Criticism in the 21st century has tended to relegate psychoanalysis to a dustbin of fads that proliferated at the end of the prior century but that today are of interest only to balkanized cliques of devotees. Bucking this trend, this seminar will examine the intellectual history and abiding influence of psychoanalysis’s key critical concept: the unconscious. Basing our discussions on in-depth readings from key thinkers in the analytic tradition such as Freud, Lacan, and Klein, as well as the post-analytic philosophical tradition, including Zizek, Butler, Laclau and Mouffe, Deleuze and Guattari, and Jameson, we will work to distill an understanding of the unconscious as essential to the practice of criticism tout court, and as inhering even in those discourses that have sought most stridently to distance themselves from it. Seminar discussions will take place in English; readings will be available in the original as well as in translation.
Prerequisites: NA
Corequisites: NA
Instructor(s): W. Egginton
Area: Humanities
Writing Intensive.

AS.212.683. Consciousness Revisited: French Literature and Phenomenology, from Rousseau to Sartre.. NA Credit.
What if Rousseau’s description of the sentiment de l’existence were to join to the models of consciousness Damasio develops in The Feeling of What Happens? This course explores aspects of consciousness in French literature (Rousseau, Sand, Nerval, Amiel, Flaubert, Valéry, Proust, Sartre) in a dialogue with recent texts in theory, philosophy, neuroscience (e.g. Poulet, Merleau-Ponty, Sartre, Scarry, Noé, Humphrey, Damasio, Sacks).
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Ender
Area: Humanities
Writing Intensive.

AS.213.374. Existentialism in Literature and Philosophy. 3.0 Credits.
This course explores the themes of existentialism, including the meaning of existence, the nature of the self, authenticity and inauthenticity, the inescapability of death, the experience of time, anxiety, freedom and responsibility to others, in literary and philosophical works. It will be examined why these philosophical ideas often seem to demand literary expression, or bear a close relation to literary works. Readings may include writings by Kierkegaard, Nietzsche, Dostoevsky, Heidegger, Rilke, Kafka, Simmel, Jaspers, Buber, Sartre, de Beauvoir, and Camus.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Gosetti
Area: Humanities
NA.

AS.213.423. Reflections on Modernity. 3.0 Credits.
Taught in English. Reflections on Modernity takes up the problems conflicts, and possibilities of modernity in aesthetic, literary, and philosophical texts. Questions about the modern self, our relationship to nature, to urban experience, to history and language, and the role of the artist and writer in reflecting on modern life. Texts include works by such authors as Kant, Nietzsche, Baudelaire, Weber, Rilke, Hofmannsthal, Simmel, Heidegger, Habermas, Foucault.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Gosetti
Area: Humanities
NA.
AS.213.687. Imagination in Philosophy and Literary Theory. NA Credit. Imagination in Philosophy and Literary Theory is devoted to studying theories of imagination in the history of philosophy and literary theory, from the ancient Greeks to the present day. We will study philosophical conceptions of the role of imagination in memory, cognition, perception, and creativity, and assess traditional philosophical oppositions between imagination and reason, the imaginary and the real. Readings may include selections from Aristotle, Kant, Coleridge, Nietzsche, Husserl, Heidegger, Merleau-Ponty, Sartre, Dufrenne, Stevens, Iser, Ricoeur, Ryle, Wittgenstein, and Nussbaum. Prerequisites: NA Corequisites: NA Instructor(s): J. Gosetti Area: Humanities NA.

AS.213.705. Hegel's Phenomenology of Spirit. NA Credit. We will study key passages of The Phenomenology of Spirit from a queer-feminist perspective and engage with some of the feminist scholarship on Hegel. Prerequisites: NA Corequisites: NA Instructor(s): K. Pahl Area: Humanities NA.

AS.214.479. Dante Visits the Afterlife: The Divine Comedy. 3.0 Credits. Dante's Divine commedia is the greatest long poem of the Middle Ages; some say the greatest poem of all time. We will study the Commedia critically to find: (1) what it reveals about the worldview of late-medieval Europe; (2) how it works as poetry; (3) its relation to the intellectual cultures of pagan antiquity and Latin (Catholic) Christianity; (4) its presentation of political and social issues; (5) its influence on intellectual history, in Italy and elsewhere; (6) the challenges it presents to modern readers and translators; (7) what it reveals about Dante's understanding of cosmology, world history and culture. We will read and discuss the Commedia in English, but students will be expected to familiarize themselves with key Italian terms and concepts. Students taking section 02 (for 4 credits) will spend an additional hour working in Italian at a time to be mutually decided upon by students and professor. Prerequisites: NA Corequisites: NA Instructor(s): W. Stephens Area: Humanities Writing Intensive.

Theatre Arts Studies AS.225.328. The Existential Drama: Philosophy and Theatre of the Absurd. 3.0 Credits. Existentialism, a powerful movement in modern drama and theatre, has had a profound influence on contemporary political thought, ethics, and psychology, and has transformed our very notion of how to stage a play. Selected readings and lectures on the philosophy of Kierkegaard, Nietzsche, Camus and Sartre – and discussion of works for the stage by Sartre, Ionesco, Genet, Beckett, Albee, Pinter, Athol Fugard (with Nkani & Nshone), Heiner Müller and the late plays of Caryl Churchill. Opportunities for projects on Dürrenmatt, Frisch, Havel, Witkiewicz, and Mrozek. Prerequisites: NA Corequisites: NA Instructor(s): J. Martin Area: Humanities Writing Intensive.

Comparative Thought and Literature AS.300.203. Freshman Seminar: How Literature Works: Narrative Imagination from Ancient to Modern Times. 3.0 Credits. Is storytelling part of human nature? Do myths and legends have a universal structure? As a bridge between experience and language, narratives inform the way we understand history, gender, politics, emotion, cognition and much more. This course will explore how narratives are composed, how they are experienced, and eventually, how they evolve throughout history. We will be reading a diverse selection of ancient and modern texts, including selections from Plato and Aristotle, the Odyssey, the Hebrew Bible, as well as 19th-and-20th-century authors such as the Brothers Grimm, Gustave Flaubert, James Joyce and Virginia Woolf. The second part of the course focuses on philosophical and critical approaches to narrative in arts and media, concluding with the evolving concept of narrative in the digital age. Theoretical readings include selections from Karl Marx, Roland Barthes, Jacques Derrida and Judith Butler. All readings will be in English. Prerequisites: NA Corequisites: NA Instructor(s): H. Sirin Area: NA Writing Intensive.

AS.300.309. The Contemporary Philosophical Novel. 3.0 Credits. What can literature offer to philosophical reflection? Can literature address experiences that evade theoretical philosophy? Or, does fictional writing conflict with rigorous philosophical inquiry? The long-standing separation of philosophy and literature begins when Plato bans poetry and tragedy from the ideal city in the Republic. This seminar focuses on nineteenth and twentieth century thinkers that challenge the predisposition against literature through different attempts to write the “philosophical novel.” In this seminar, we will take seriously the philosophical stakes of literary texts, and investigate how and why literature offers a unique perspective for philosophical reflection. We will read texts by Plato, Fyodor Dostoevsky, Friedrich Nietzsche, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Iris Murdoch, and David Foster-Wallace. Prerequisites: NA Corequisites: NA Instructor(s): J. Levi Area: Humanities Writing Intensive.

AS.300.315. Philosophical Conceptions of the Infinite. 3.0 Credits. What is the infinite? Can we comprehend it? Can we experience it? In this course we will explore various ways in which philosophers in the western tradition have answered questions such as these. In the first half of the semester, we will examine theoretical treatments of the infinite that inform how we understand the fabric of our world, from the ordinary objects around us to more sublime concepts of God, space, time, and mathematics. In the second half, we will turn to arguments in aesthetics and ethics that reveal an interplay between infinity and finitude occurring before our very eyes. Philosophers we will cover include Descartes, Spinoza, Locke, Kant, Hegel, Russell, Levinas, and Arendt. Throughout, we will ask such fundamental questions as, what is the starting point of philosophy? what is its methodology? what can it achieve in terms of knowledge? and in terms of practice? Prerequisites: NA Corequisites: NA Instructor(s): A. Host Area: Humanities NA.
AS.300.327. Introduction to Comparative American Cultures: Obama and Philosophy. 3.0 Credits.
This course will investigate the philosophical as well as theological, juridical and political, and rhetorical and literary backgrounds that have informed and shaped Barack Obama's writings, speeches, and policy strategies leading up to and during his presidency. While paying minute attention to a few selected controversial debates in domestic and international governance and relations, and while discussing the question of Obama's legacy in and after the upcoming elections, our primary focus will be on understanding the curious blend of Christian realism, influenced by the theologian Reinhold Niebuhr, the tradition of American civic republicanism and pragmatism, and Obama's specific brand of post-Civil Rights, if not necessarily post-racial, politics. All these tenets coalesce in a vision and politics that may well be described as one of "deep" pragmatism. Attention will be paid to Obama's early appeal to "simple ideas" and "small miracles," each of them yielding the Biblical and sobered injunction of a "hope against hope." But extensive consideration of his thought and impact in the assessment of biographers and intellectual historians, legal scholars and political theorists, cultural critics and pundits will add to our attempt to understand and take stock of the Obama phenomenon as well.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. de Vries
Area: Humanities
NA.

AS.300.399. Cinema and Philosophy. 3.0 Credits.
Do movies have anything to say about philosophical problems? Why is contemporary philosophy so interested in cinema? What are the most productive ways of bringing films and philosophy into conversation? Why is contemporary philosophy so interested in cinema?
Prerequisites: NA
Corequisites: NA
Instructor(s): M. McCready; P. Marrati
Area: Humanities
NA.

AS.300.422. Luther, Philosophy, Politics: 500 Years After the Reformation. 3.0 Credits.
As historical legend has it, in 1517 the German monk and then professor of theology Martin Luther inaugurated a revolution in thinking, belief and moral practice, known as the Protestant Reformation by nailing his Ninety-Five Theses, under the title Disputation on the Power of Indulgences, to the door of the Castle Church of Wittenberg. Nailing for his brutal characterization of reason as "the devil's whore," his theology of the hidden god, his catechisms, the doctrine of the two realms, and his condemnation of peasants' revolts of his days, Luther's influence has been profound and lasting. We will study some of his most influential theses, treatises, and sermons and will seek to gauge the effect they had on the Western narrative of secularization and modernity, together with their deep influence on post-Reformation and, indeed, recent philosophy and political thought. Readings include: Luther, G.W. F. Hegel, Max Weber, Martin Heidegger, Karl Barth, Erik Peterson, Dietrich Bonhoeffer, Kaj Munk, Ernst Bloch, Philippe Lacoue-Labarthe, Marcel Gauchet, Giorgio Agamben, and others.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. de Vries
Area: Humanities
NA.

AS.300.424. Psychoanalysis as a Theory of Thinking. 3.0 Credits.
This course will introduce students to the writings of Wilfred Bion, the British psychoanalyst who expanded Sigmund Freud's and Melanie Klein's metapsychology. Bion developed an epistemological theory of thinking, surmising that the mind grows when it is exposed to the truth of one's emotional experience. In his many writings and lectures, Bion developed a sophisticated theoretical model that conceptuallyizes the transformation of emotional experience into the capacity for thought. While in his early writings he is inspired by life sciences and mathematics, in his later writings Bion shifts away from the scientific view to an aesthetic/mystical vertex, drawing on poets mystics and philosophers, such as Keats, Milton, Shakespeare, Sophocles, Meister Eckhart, St John of the Cross, Plato, Hume and Kant.
Prerequisites: NA
Corequisites: NA
Instructor(s): O. Ophir
Area: Humanities
NA.

AS.300.435. Emmanuel Levinas: Essential Works, Guiding Concepts, Lasting Influence. 3.0 Credits.
This seminar will address the major writings and guiding concepts of Emmanuel Levinas and investigate his increasing critical role as a touchstone and dividing line in the formation of twentieth century and contemporary schools of thought (phenomenology, pragmatism, post-analytic philosophy, literary, feminist, and political theory, anthropology). Additional readings will include Stanley Cavell, Jacques Derrida, Vasily Grossman, Jean-François Lyotard, and Hilary Putnam.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. de Vries
Area: Humanities
NA.

AS.300.653. Martin Heidegger, Being and Time: Integral Reading and Current Perspectives. NA Credit.
Starting with a detailed discussion of its Introduction and Division One, this jointly taught seminar will bring phenomenological, hermeneutic, and deconstructive as well as analytic, epistemological, and pragmatist methods and viewpoints to bear upon this modern classic.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. de Vries; M. Williams
Area: NA
NA.

AS.300.657. Martin Heidegger, Being and Time: Integral Reading and Current Perspectives, II. NA Credit.
Starting with a brief overview and recapitulation of themes discussed in its Introduction and Division One, this jointly focus on Division Two of Being and Time and bring phenomenological, hermeneutic, and deconstructive as well as analytic, epistemological, and pragmatist methods and viewpoints to bear upon this modern classic
Prerequisites: NA
Corequisites: NA
Instructor(s): H. de Vries; M. Williams
Area: NA
NA.