PHIL 1012 - Introduction to Philosophy: Relationship of the Individual to the World

Section 001  TuTh 12:30pm-1:45pm  M. Tanzer
This course will examine fundamental philosophical issues, primarily, although not exclusively, in the theory of knowledge and in ethics. The first half of the course, focusing on the theory of knowledge, will examine the thought of Plato and of David Hume; while the second half of the course, focusing on ethics, will look at the ethical theories of John Stuart Mill and of Immanuel Kant. This section of the course will also look at how the ethical theories of Mill and Kant have been applied to the problem of animal rights, by Peter Singer and Tom Regan.

Section 002  MW 12:30pm-1:45pm  D. Hildebrand
Does life have meaning? This deceptively simple question will provide our entry point into philosophy. We will read and discuss a number of writers, from Plato to the present, who, in considering the question of the meaning of life, will lead us into discussions regarding character and the good life, death and suicide, and the impact religion and science can have on meaningfulness. Time permitting we will watch one or two related films.

Section 003  MW 2:00pm-3:15pm  Z. Walter
This course is oriented toward reading, writing, and discussion of some of the basic themes of philosophy dealing primarily though not exclusively with Metaphysics (Questions around the nature of reality), Epistemology (What is knowledge? How is knowledge possible?), and Ethics (What is the meaning of living a good life? Why should one be moral? The relation of the will to morality). In this class we will be reading and discussing the primary works of some of the most important ancient philosophies of the Pre-Socratics, Plato, and Aristotle. We will then move on to the modern period by examining some of the writings of Descartes, Hume and Kant. And finally this course will culminate with some of the writings of Nietzsche, Beauvoir (existentialism), and Lyotard (postmodernism). The goal is this study is to examine, interpret, and ultimately to infuse philosophy into our own lives as a way of making sense and thinking about the world we live in.

Section 004  TuTh 8:00am-9:15am  D. Mehring
This introductory course will examine the position of five major philosophers (Plato, Epicurus, the Stoics, Schopenhauer, and Nietzsche) on perennial philosophical conundrums (What is the good life? Is there life after bodily death?) in a manner that is both understandable and relevant. In addition to reading the philosophers’ writings, we will read Alain de Botton’s The Consolations of Philosophy.

Section 005  MW 11:00am-12:15 pm  G. Zamosc
This course aims at helping students develop their skills at interpreting texts, critical thinking, and argumentation, while introducing them to a series of fundamental problems in philosophy. We will study (1) Knowledge and skepticism about the external world; (2) free will and moral responsibility; (3) the nature of morality; (4) arguments for the existence of God; and, if time permits, (5) the problem of personal identity.

Section 006  TuTh 9:30am-10:45am  D. Mehring
This introductory course will examine the position of five major philosophers (Plato, Epicurus, the Stoics, Schopenhauer, and Nietzsche) on perennial philosophical conundrums (What is the good life? Is there life after bodily death?) in a manner that is both understandable and relevant. In addition to reading the philosophers’ writings, we will read Alain de Botton’s The Consolations of Philosophy.

Section 007  MW 9:30am-10:45am  S. Walker
In this course we will consider major positions in the history of Western philosophy from Plato to Sartre. Along the way we will discuss differing views on the nature of reality, the existence of God, our acquisition of knowledge, and our moral and social obligations to others.

Section Online  E01  D. Mehring
This introductory course will examine the position of five major philosophers (Plato, Epicurus, the Stoics, Schopenhauer, and Nietzsche) on perennial philosophical conundrums (What is the good life? Is there life after bodily death?) in a
PHIL 1020- Introduction to Ethical Reasoning

Section 001
M 2:00pm-4:50pm
S. Walker
Are humans really rational beings? Is rational inquiry capable of providing satisfactory solutions to ethical dilemmas? Is striving from honesty always irrational and immoral? This course will explore the development and critiques of the dominant Western Ethical Tradition of “Ethical Rationalism”. We proceed historically beginning with the founder of the Rationalistic tradition, Socrates. Then we explore the great Greco-Roman Philosophers (i.e., Plato, Aristotle, Epicurus, and The Stoics) followed by an examination of Christian Ethics and then Ethics in the Modern World. Two Great Skeptics (as witty as they are wise) will provide a counterpoint to Rationalism: David Hume and a too-often overlooked Moralist—Mark Twain. Kant and Spinoza will provide the Rationalist rejoinder to Skepticism. Finally, we will critically examine a value taken for granted by Rationalists—honesty. Is honesty foundational to ethics as Kant and other Rationalists argue? Or perhaps Mark Twain is correct that only “children and fools” are always honest and we have the moral duty of learning to lie “healingly and well.”

Section 002
TuTh 9:30 am-10:45 am
B. Lisle
In this introduction to the study of ethics and moral philosophy, we will examine some of the dominant moral arguments and ethical theories in the history of Western philosophy. Our primary topics of discussion will involve the interpretation and comparison of ethical theories that have traditionally been used in an effort to justify the actual moral codes and commandments of historical epochs. We will explore topics such as virtue, justice, evil, retribution, civil rights, duty, happiness, moral knowledge, and existential freedom. Ethics is the branch of philosophy that attempts to answer the basic question, “how ought I (or we) live?” Implicit in that question is the question, “what is the good life for a human being?”

Section 004
TuTh 12:30 pm-1:45 pm
M. Wilding
We reason every day. Often we reason by: employing ethical theory, utilizing logic, understanding emotional interrelatedness between people we are around, and considering past (possible) future knowledge. In this course, students will gain skills for sound decisions in ethical dilemmas. Areas of study include normative ethical theory, logic, narratives, and emerging methods of ethical reasoning. These will be applied to the history of ethics and current issues in social and political philosophy. Ethics study poses the question: “What kind of person should I be. What do you think?”

Section 005
MW 9:30am-10:45am
D. Reeves
This course will provide a journey into moral reflection. Its aim is to invite students to subject their own views about ethics to critical examination. We will work towards three goals. The first is to explore several moral issues that raise questions about ethics and justice in today’s diverse and complex society. We will ask how a just society might distribute the things we prize - income and wealth, duties and rights, powers and opportunities, offices and honors in the right way; how ought each person be awarded her or his due. The second goal will be to understand and evaluate the role of philosophy and critical thinking in addressing issues such as financial bailouts, affirmative action and the death penalty. We will ponder three central ideals or ways of thinking about ethical issues: virtue, freedom and welfare. The third goal is for students to engage in constructive discussion of the issues presented. A subset of this goal will to exposed students to diverse views while exploring and developing their own positions.

Section Online
E01
D. Craig
This course will provide a journey into moral reflection. Its aim is to invite students to subject their own views about ethics to critical examination. We will work towards three goals. The first is to explore several moral issues that raise questions about ethics and justice in today’s diverse and complex society. We will ask how a just society might distribute the things we prize - income and wealth, duties and rights, powers and opportunities, offices and honors in the right way; how ought each person be awarded her or his due. The second goal will be to understand and evaluate the role of philosophy and critical thinking in addressing issues such as financial bailouts, affirmative action and the death penalty. We will ponder three central ideals or ways of thinking about ethical issues: virtue, freedom and welfare. The third goal is for students to engage in constructive discussion of the issues presented. A subset of this goal will to exposed students to diverse views while exploring and developing their own positions.

Section Online
E02
A. Winters
Ethics, from the Greek word ethos (character), is the study of the concepts involved in practical reasoning. We will be specifically looking at some of the traditional problems in ethics that tend to be focused on individual morality within the larger context of social and political philosophy. This course will emphasize an applied approach to ethics, rather than a purely theoretical approach. In doing so, we will examine how contemporary ethicists argue and assess the
strengths and weaknesses of their arguments. This approach is beneficial insofar as it allows students the opportunity to assess their own reasons for acting as they do. Some specific contemporary moral and social issues we will be addressing include abortion, homosexuality, animal rights, euthanasia, and cloning.

PHIL 2441- Logic, Language & Scientific Reasoning Lecture

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<td>Section 003</td>
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This course concentrates on enhancing students’ capacity to reason well. The aim, in short, is for you to be sharper and smarter when you finish this course! Students will learn to distinguish argumentative from non-argumentative passages in ordinary language, to analyze the form of an argument, as well as how to recognize and avoid argumentative errors and mistakes. Students will also learn how to employ several techniques for determining the acceptability of an argument. Further, students will be introduced to the basic structure of scientific inquiry, including standards of evidence, the argumentative function of hypothetical construction and experimentation, as well as the limits of scientific conclusions. Students will learn as well why the structure of scientific inquiry makes it a distinctively powerful form of inquiry into the natural world.

Section 002  TuTh 8:00am-9:15am  M. Bauer

This course concentrates on enhancing students’ capacity to reason well. The aim, in short, is for you to be sharper and smarter when you finish this course! Students will learn to distinguish argumentative from non-argumentative passages in ordinary language, to analyze the form of an argument, as well as how to recognize and avoid argumentative errors and mistakes. Students will also learn how to employ several techniques for determining the acceptability of an argument. Further, students will be introduced to the basic structure of scientific inquiry, including standards of evidence, the argumentative function of hypothetical construction and experimentation, as well as the limits of scientific conclusions. Students will learn as well why the structure of scientific inquiry makes it a distinctively powerful form of inquiry into the natural world.

Section 004  TuTh 9:30am-10:45am  C. Shelby

This course concentrates on the principles of correct reasoning, both formal and informal. In this class you will develop such skills as distinguishing argumentative from non-argumentative passages in ordinary language, analyzing the form of an argument, and recognizing the moves known to the tradition as ‘fallacies’, or ‘mistakes’ in reasoning, both formal and informal. In short, you will be sharper and smarter when you finish this course! Further, you will become familiar with (and, I hope, proficient at) deductive logic of syllogistic, sentential, and propositional types. Finally, you will learn to employ several techniques for determining the validity or invalidity of arguments in both ordinary language and in symbolic form.

Sections Online  E01 and E02  B. Hackett

This course introduces the study of formal logic and its applications in argument evaluation; studies culminate by the end of the semester on one particularly important application of logic: the use of inductive reasoning in the sciences. We begin the semester by distinguishing various modes of reasoning (deductive, inductive, and abductive), and basic methods for representing and evaluating arguments are introduced. Next, we zoom in on deductive styles of reasoning by mastering one particularly powerful and reliable method for testing deductive arguments for logical validity. Finally, we shift our focus to scientific reasoning by studying how probability works within inductive arguments. In an effort to encourage the mastery of skills throughout the course, we will practice methods on actual (often very simple) English arguments.

PHIL 3002- Ancient Greek

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<td>Section 002 MW</td>
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This course introduces students to ancient Greek philosophy through a survey of its most important thinkers, beginning with the Presocratics, and concluding with Plato and Aristotle. By the end of the course students will be able to 1) transliterately Greek philosophical concepts and explain their significance, 2) identify the authors of influential and memorable passages in Greek philosophical texts, and 3) analyze the different philosophical positions of Greek thinkers and explain their relative merits.

PHIL 3150- History of Ethics

| Section 001 | M 2:00pm-4:50pm | D. Mehring |

Are humans really rational beings? Is rational inquiry capable of providing satisfactory solutions to Ethical dilemmas? Is straying from honesty always irrational and immoral? This course will explore the development and critiques of the
dominant Western Ethical Tradition of “Ethical Rationalism”. We proceed historically beginning with the founder of the Rationalistic tradition, Socrates. Then we explore the great Greco-Roman Philosophers (i.e., Plato, Aristotle, Epicurus, and The Stoics) followed by an examination of Christian Ethics and then Ethics in the Modern World. Two Great Skeptics (as witty as they are wise) will provide a counterpoint to Rationalism: David Hume and a too-often overlooked Moralist—Mark Twain. Kant and Spinoza will provide the Rationalist rejoinder to Skepticism. Finally, we will critically examine a value taken for granted by Rationalists—honesty. Is honesty foundational to ethics as Kant and other Rationalists argue? Or perhaps Mark Twain is correct that only “children and fools” are always honest and we have the moral duty of learning to lie “healingly and well.”

**PHIL 3250 - Business Ethics**

**Section Online**  
**E01**  
**J. Friedland**

Surveys some of the major moral problems which arise in business, such as the nature and scope of the moral responsibilities of corporations, affirmative action, and truth in advertising. Begins with a study of moral reasoning, ethical theory, and the challenges of applying ethical theory.

**PHIL 3280 - War and Morality**

**Section 001**  
**TuTh 9:30am-10:45am**  
**S. Walker**

War continues to exist, in part, due to our inability to come to terms with it adequately. Some claim certain wars to be just. Others have argued that war itself opens the door to a condition so extraordinary that it negates the possibility of any legitimate philosophical or ethical evaluation. In this course we will attempt to identify and analyze some of the major moral issues of war. When is a war just, and when is it not? Are there moral means of conducting war? What are morally acceptable rules of engagement? What if anything justifies violating them? How does one evaluate terrorism as a means of conducting war? Given the topic of this course we will likely generate more questions than answers. Readings will include, among others, works by St Augustine, Hobbes, Walzer, Nagle, Sartre, Milne, Gandhi and Buber.

**PHIL 3440 - Introduction to Symbolic Logic**

**Section 001**  
**TuTh 11:00am-12:15pm**  
**M. Bauer**

This course is an introduction to formal or symbolic logic. In formalizing logic, we aim to construct “mechanistic” models for different types of reasoning systems. The techniques involved in formalizing rationality play a role in a diverse set of fields, e.g., cognitive psychology, philosophy, linguistics, mathematics, computer science, artificial intelligence research, and genetics. The logics covered include two-valued propositional, predicate, and modal propositional as well as a brief introduction to three-valued propositional variants. The aim of the course is for you to become proficient in those logics by semester’s end.

**PHIL 3500 - Ideology and Culture: Racism and Sexism**

**Section 001**  
**MW 11:00am-12:15pm**  
**S. Tyson**

This course will examine the concepts of ideology, culture, racism and sexism. Rather than treating racism and sexism as failures of culture or the remnants of defeated ideologies, we will explore how racism and sexism have been and continue to be integral to dominant ideologies and cultural formations in the US. We will begin by exploring the concepts of ideology and culture and then turn our focus to racism and sexism. In this course, we will not only engage with some of the most important theoretical work on these topics, but will also reflect on the formation of our own lives, practices, beliefs, and values. That self and group reflection will also bring us into contact with the limits of such work and what those limits mean for ideological and cultural change.

**Section 002**  
**TuTh 11:00am-12:15pm**  
**B. Lisle**

**Section 003**  
**MW 9:30 am-10:45am**  
**B. Lisle**

This course explores, in detail, the way ideology functions within culture. Particular attention will be placed on the way ideological forces work to foster and maintain racist and sexist forms of thought and behavior. We will begin by analyzing the nature and scope of ideological forces as cultural forces, and then we will explore various ways certain contemporary thinkers claim it may be possible to resist or eliminate racist and sexist thinking within an individual and collectively. One basic question we will be asking is: to what extent can one escape ideologically founded thinking? Is it possible, in other words, for one to gain a self-critical relation to one’s own culture, especially since cultural traditions seem to entail ideological forces that mask themselves within the guise of common sense or conventional wisdom?

**Section Online**  
**E01**  
**Instructor TBD**
Surveys the nature and role of racism and sexism. Topics may include ideology theory, naturalism, the equal protection clause, recent scientific discussion, sociological history, and social constructionism.

**PHIL 3666- Asian Philosophy and Religions**

*Section 001*  
*MW 5:00pm-6:15pm*  
*S. Coggan*

We in the Western world encounter a vastly different world, a radically different "universe of meaning," when we examine the traditions of the East. Even what we tacitly assume to be "real" is claimed by the Hindus and Buddhists to be a grand illusion. The world China is, again, every different from India. An examination of Tibetan and Japanese religious forms will conclude our study of Asian thought.

**PHIL 4242- Bioethics**

*Section 001*  
*MW 9:30am-10:45am*  
*M. Wilding*

Humans have cloned organisms, cracked the genome, genetically modified life and prolonged it...just because we can do something scientifically does that mean we should? What is fair? What happens when there are not enough resources to accommodate the needs? These are a few of the questions people grapple with when embarking on bioethics decision-making. In this course the aim is to evaluate bioethics topics utilized in current technology and practice. The tools to accomplish this will be through reflection, utilization of normative ethical theory, and case analyses. Topics covered include: beginning of life issues, end of life issues, organ transplants, stem cell research, cloning, and allocation of resources. Upon completion of the course participants will have explored and evaluated emerging issues in bioethics as they pertain to philosophy, science, medicine, and technology.

**PHIL 4300- Philosophy of Mind**

*Section*  
*TuTh 12:30pm-1:45pm*  
*C. Shelby*

In the last 100 years (say) the question of just what the mind is has come into active question. Prior to that time (and prior to Darwin), the assumption was that the mind was a thing—perhaps the soul, perhaps another non-physical thing like the soul. But with the increasing influence of Darwin’s dangerous idea (to borrow Daniel Dennett’s phrase), the question of the relation of the mind to the brain became increasingly pressing. Is the mind caused by the brain? Is the mind just the sum of the brain’s activities, or some subset thereof? If so, what is that nature of those activities? Are they computer-like, or do brains work differently? What about consciousness? How does one explain something like that in physical terms? It seems to be categorically different from the physical, as does intentionality (the way that our minds’ contents are always about something outside itself—how does that happen?). What about animal minds? Can we say anything about those? And what about rationality, the cornerstone of Philosophy? Are we really rational in the way that we think we are? If so, what is the role of emotion in our mental lives? This course will address all those questions and numerous others, from a variety of perspectives. Thus, you can expect exposure to metaphysics, epistemology, neuroscience, computer science, and more!

**PHIL 4500- Feminist Philosophy**

*Section 001*  
*Tu 5:30pm-8:20pm*  
*S. Tyson*

We must fail. Must we fail? Can we have it all? Does that mean avoiding failure at all costs? Is failure the source of ethical action? Could failure be our only hope? In this course we will tackle the concept and experience of failure using the methods and literature of feminist philosophy. We will explore failure through movies, like Little Miss Sunshine, and through texts, like Lean In and The Ethics of Ambiguity. We will investigate the long and fruitful relationship that feminist philosophy has had with failure. We will also draw on our own experiences of failure to theorize and test the theorization of others.

**PHIL 4760- Kant**

*Section*  
*TuTh 3:30pm-4:45pm*  
*M. Tanzer*

Immanuel Kant’s revolutionary thought represents one of the most important developments in the history of Western philosophy. As a result, all subsequent philosophical thought has had to take Kant’s transcendental idealism, and its radical reconceptualization of the subject/object distinction, into account. This course will consist of a detailed examination of Kant’s ontology, epistemology and ethics.

**PHIL 4795- Marx and Marxism**

*Section 001*  
*W 5:00pm-7:50pm*  
*C. Kautzer*
This course is designed to introduce students to the most influential works of Karl Marx as well as some important works co-authored by Marx and Friedrich Engels, his long-time friend. Subjects to be addressed in these writings include the dialectical method and Marx’s critique of Hegel; theories of value, labor, and alienation; the materialist theory of history, revolution, and communism; and the critique of capitalism and the commodity form. In addition to these primary texts in the early development of “Marxism,” we will engage other theorists who provide either an influential interpretation of the work of Marx and Engels or contribute to an innovative application or elaboration of the basic tenets of Marxism. These include authors such as Theodor Adorno, Louis Althusser, Angela Y. Davis, Antonio Gramsci, David Harvey, Max Horkheimer, Georg Lukács, and Jean-Paul Sartre.

**PHIL 4833- Existentialism**

**Section 001**

**MW 12:30 pm-1:45pm**

G. Zamosc

This course examines one of the most influential and rich traditions in Western philosophy. We will begin with existentialism’s 19th century roots, and then continue on to the existentialist philosophers of the 20th century. Figures covered may include Kierkegaard, Nietzsche, Heidegger, Sartre and Camus. We will explore their views on topics as diverse as being, death, meaning, value, freedom and authenticity.

**PHIL 5013- Philosophical Problems in the Social Sciences and the Humanities**

**Section 001**

**Th 5:30pm-8:20pm**

O. Swartz

Presents an overview of key theoretical issues currently emerging across academic disciplines. Examines questions about reality, knowledge, and ethics that affect social research and writing in the humanities. Readings explore how contemporary philosophical and cultural discourses have altered theory and method. Assignments include influential theoretical pieces by key historical and contemporary thinkers, examples of application in social research, and interpretations of thought and affect in cultural contexts.

**PHIL 5252- Bioethics**

**Section 001**

**MW 9:30am-10:45am**

M. Wilding

Humans have cloned organisms, cracked the genome, genetically modified life and prolonged it... just because we can do something scientifically does that mean we should? What is fair? What happens when there are not enough resources to accommodate the needs? These are a few of the questions people grapple with when embarking on bioethics decision-making. In this course the aim is to evaluate bioethics topics utilized in current technology and practice. The tools to accomplish this will be through reflection, utilization of normative ethical theory, and case analyses. Topics covered include: beginning of life issues, end of life issues, organ transplants, stem cell research, cloning, and allocation of resources. Upon completion of the course participants will have explored and evaluated emerging issues in bioethics as they pertain to philosophy, science, medicine, and technology.

**PHIL 5300- Philosophy of Mind**

**Section 001**

**TuTh 12:30pm-1:45pm**

C. Shelby

In the last 100 years (say) the question of just what the mind is has come into active question. Prior to that time (and prior to Darwin), the assumption was that the mind was a thing—perhaps the soul, perhaps another non-physical thing like the soul. But with the increasing influence of Darwin’s dangerous idea (to borrow Daniel Dennett’s phrase), the question of the relation of the mind to the brain became increasingly pressing. Is the mind caused by the brain? Is the mind just the sum of the brain’s activities, or some subset thereof? If so, what is that nature of those activities? Are they computer-like, or do brains work differently? What about consciousness? How does one explain something like that in physical terms? It seems to be categorically different from the physical, as does intentionality (the way that our minds’ contents are always about something outside itself—how does that happen?). What about animal minds? Can we say anything about those? And what about rationality, the cornerstone of Philosophy? Are we really rational in the way that we think we are? If so, what is the role of emotion in our mental lives? This course will address all those questions and numerous others, from a variety of perspectives. Thus, you can expect exposure to metaphysics, epistemology, neuroscience, computer science, and more!

**PHIL 5500- Feminist Philosophy**

**Section 001**

**Tu 5:30pm-8:20pm**

S. Tyson

We must fail. Must we fail? Can we have it all? Does that mean avoiding failure at all costs? Is failure the source of ethical action? Could failure be our only hope? In this course we will tackle the concept and experience of failure using the methods and literature of feminist philosophy. We will explore failure through movies, like Little Miss Sunshine, and through texts, like Lean In and The Ethics of Ambiguity. We will investigate the long and fruitful
relationship that feminist philosophy has had with failure. We will also draw on our own experiences of failure to theorize and test the theorization of others.

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**PHIL 5650- Reflections on Modernity**

| Section 001 | Tu 2:00pm-4:50pm | M. Bookman |
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This course explores modernity as a historical epoch and as a theoretical space. After a brief history of Western thought, we will follow a series of influential commentaries and reflections offered by selected twentieth century and contemporary thinkers including Adorno, Arendt, Foucault, Habermas, Levinas, Merleau-Ponty, and Nietzsche. We will examine how the theoretical inclinations of modernity influenced and were influenced by politics, art, literature, and culture.

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**PHIL 5795- Marx and Marxism**

| Section 001 | W 5:00pm-7:50pm | C. Kautzer |
---|---|---|
This course is designed to introduce students to the most influential works of Karl Marx as well as some important works co-authored by Marx and Friedrich Engels, his long-time friend. Subjects to be addressed in these writings include the dialectical method and Marx’s critique of Hegel; theories of value, labor, and alienation; the materialist theory of history, revolution, and communism; and the critique of capitalism and the commodity form. In addition to these primary texts in the early development of “Marxism,” we will engage other theorists who provide either an influential interpretation of the work of Marx and Engels or contribute to an innovative application or elaboration of the basic tenets of Marxism. These include authors such as Theodor Adorno, Louis Althusser, Angela Y. Davis, Antonio Gramsci, David Harvey, Max Horkheimer, Georg Lukács, and Jean-Paul Sartre.

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**PHIL 5830- Kant**

| Section 001 | TuTh 3:30pm-4:45pm | M. Tanzer |
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Immanuel Kant’s revolutionary thought represents one of the most important developments in the history of Western philosophy. As a result, all subsequent philosophical thought has had to take Kant’s transcendental idealism, and its radical reconceptualization of the subject/object distinction, into account. This course will consist of a detailed examination of Kant’s ontology, epistemology and ethics.

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**PHIL 5833- Existentialism**

| Section 001 | MW 12:30 pm-1:45pm | G. Zamosc |
---|---|---|
This course examines one of the most influential and rich traditions in Western philosophy. We will begin with existentialism’s 19th century roots, and then continue on to the existentialist philosophers of the 20th century. Figures covered may include Kierkegaard, Nietzsche, Heidegger, Sartre and Camus. We will explore their views on topics as diverse as being, death, meaning, value, freedom and authenticity.