

## Spring 2022 Electives - Description List

**Course:** Animals in the Moral Imagination (PHIL1720)

**Professor:** Fitzpatrick, Melissa A

**Time:** TTH 3:00-4:15

**Description:** This is an Enduring Questions course and is open to FRESHMEN only. This course counts toward the Philosophy II Core requirement. This course will provide students with an introduction to the work of philosophy by probing our understanding of the relation between humans and non-humans, and examining the moral implications of that relation. This will involve analyzing how we have imagined our relationship with non-humans in the past (and why), and evaluating human decision-making in relation to animal welfare. Some of the questions that we will probe throughout the course include: how are the boundaries between humans and animals constructed? Why do they matter? And what values inform them? How does our understanding of non-humans influence our understanding of ourselves? What is the relation between social hierarchies within human society and our understanding of non-humans? Is there a relation between our treatment of animals and our treatment of marginalized groups?

**Level:** Undergraduate (FRESHMAN ONLY - Enduring Questions)

**Prerequisites:** None

**Corequisites:** None

**Course:** Philosophical Perspectives on Science II

**Professor:** Stan, Marius C

**Time:** TTH 3:00-4:15

**Description:** Continued Course. Part II. This course is an examination of the scientific enterprise with the tools of modern analytic philosophy. Topics include the structure of a scientific theory, evidence and knowledge in science, the nature of scientific explanations, and the role of values in science. As paradigmatic examples, we will explore major breakthroughs by Archimedes, Newton, Darwin, and Einstein. Open to science and pre-med majors.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Boston: An Urban Analysis (PHIL2216)

**Professor:** Manzo, David W

**Time:** TTH 3:00-5:30

**Description:** This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number four will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a case study of a most intriguing and changing inner-city neighborhood.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Telling Truths II: Depth Writing as Service

**Professor:** Rizzuto, Alexis A

**Time:** W 3:00-4:45

**Description:** This PULSE elective will focus on the power of story-telling to achieve justice and social liberation. We will read theoretical and narrative accounts of the role of story, examine the use of story-telling among marginal populations as a means of participating in their own solutions. We will explore the benefits and liabilities of social media in emerging change movements. Students will engage in story gathering, telling, and analysis, through their PULSE placements and class discussion, producing a collection of original writings. A four-hour per week (plus travel time) service commitment is a requirement for this course.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Logic (PHIL2264)

**Professor:** Risch, Elliott

**Time:** MWF 10:00-10:50

**Description:** This course will consider the principles of correct reasoning together with their application to concrete cases.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Culture and Social Structures (PHIL2294)

**Professor:** Sweeney, Meghan T

**Time:** T 4:30-6:15

**Description:** This course is a continuation of the themes developed in Culture and Social Structures I, with the focus on American culture in particular and on more specifically contemporary issues.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Towards Deep Subjectivity: Architecture, Ethics, and the Personhood of Place (PHIL3240)

**Professor:** Braman, Brian J

**Time:** M 4:30-6:50

**Description:** In *Genius Loci: A Phenomenology of Architecture* Christian Norberg-Schultz argues that if human beings are to dwell authentically under the sky and on the earth, the architecture's role is to provide an "existential foothold," which grounds people's relationship to their environment. "Man dwells when he can orientate himself with his environment and

experiences it as meaningful" and thus ethical; to have an existential foothold allows one to "be" at home. To dwell means that human beings achieve an individual and communal identity--a personhood in a given place. The purpose of this course will be to explore the relationship between subjectivity, architecture, ethics, and the notion of personhood as authentic dwelling on the earth and under the sky.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Kierkegaard, Nietzsche, 20th c Legacies (PHIL4220)

**Professor:** Rumble, Vanessa P

**Time:** TTH 1:30-2:45

**Description:** Kierkegaard and Nietzsche approached questions of human existence in fresh ways, approaching the meaning of faith and the role of art and myth in human life in ways that reflected and responded to what has become known as the Crisis of Modernity. We will survey their work and a number of the ongoing formulations of this crisis and responses to it. Included among the latter will that of Heidegger, Camus, Tillich, and Martin Luther King, Jr.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Does God Exist? (PHIL4403)

**Professor:** Tacelli, Ronald, SJ

**Time:** MW 4:30-5:45

**Description:** This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Unheard Voices: Philosophy at the Crossroads of Identity (PHIL4454)

**Professor:** McGill, Cherie

**Time:** MW 1:30-2:45

**Description:** What is a just society? What responsibility does each of us have to contribute to a common good? This course starts from the idea that answering these questions requires hearing the voices of those typically unheard, and recognizing the interlocking systems that construct our world. We will attempt to hear voices typically not heard, identify the forces that converge to make voices heard or unheard, and understand the roles that each of us play as silenced and silencer. We will attempt to discern a way forward to a more just society — a way forward that begins from where we are.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Classic Chinese Philosophy (PHIL4476)

**Professor:** Jiang, You G, SJ

**Time:** TTH 4:30-5:45

**Description:** This course is an introduction to Classical Chinese Philosophy and designed to introduce students to the major philosophical schools of classical China, including the Confucian, Mohist, Daoist, and Buddhist schools. Through lectures, discussions, and reading of select primary and secondary sources, we will explore the formulations and subsequent transformations of key beliefs, doctrines, practices, and institutions that characterized specific cultural, educational, spiritual and philosophical traditions.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** The Nature of Science (PHIL4476)

**Professor:** Marius C Stan

**Time:** TTH 1:30-2:45

**Description:** This Course Is an examination of the scientific enterprise with the tools of modern analytic philosophy. Topics include: the structure of a scientific theory; evidence and knowledge in science; the role of models in research and theorizing; the nature of scientific explanations; and the place of values in science. Open to advanced undergraduates.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Happiness and Utopia: Thinking About the Ideal Life (PHIL4565)

**Professor:** Lott, Micha

**Time:** TTH 10:30-11:45

**Description:** This course examines the notion of an ideal human life, understood as living well in ideal circumstances. This notion is at once familiar and puzzling. On the one hand, we all have some conception of living well - i.e., happiness, flourishing, the good life. And we recognize some circumstances as inimical to human flourishing, such as conditions of famine, poverty, oppression, and exploitation. Moreover, we seem to operate with some idea of good circumstances whenever we wish good fortune for our loved ones, or whenever we work to make our societies more supportive of human well-being. But on closer inspection, the notion of ideal circumstances raises a number of questions. What would human life look like in utopian conditions? Would humans still work and labor, or would we pass our lives entirely in leisure? Could our lives still have meaning and purpose, if there were nothing in our circumstances to struggle against? Would we still need virtues like courage and perseverance, with nothing to fear or overcome? And what about death: is it the ultimate non-ideal circumstance that might be overcome in some future utopia? This course considers such questions in relation to the notion of an ideal human life. We will read a range of philosophical texts, from Aristotle to Thomas More to contemporary thinkers. We will also examine film and works of imaginative literature by writers such as H.G. Wells.

**Level:** Undergraduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Medieval Philosophy (PHIL5005)

**Professor:** Solere, Jean-Luc

**Time:** TTH 4:30-5:45

**Description:** Far from being monolithic and repetitive, the Middle Ages were a creative period during which multiple solutions were tried to make sense of the world and of human life. The legacy of Antiquity, the philosophic and scientific knowledge of the time, and religious views were combined in original syntheses. The aim of the course is to provide a picture of this diversity, through a study of the main problems that a wide range of authors (Christian thinkers from St. Augustine to Ockham, but also Islamic and Jewish philosophers) faced. Medieval philosophy was an important step in the development of human thought. Discovering it will be essential to your philosophical education. This course will especially highlight the ideas, in metaphysics, theory of knowledge, and ethics, which medieval thinkers created and transmitted to modern philosophy. In addition, analysis of texts, debates, and writing assignments will help you to develop rigorous argumentation and expression skills. (NB: This course was previously offered as PHIL 4407; you cannot take it if you took PHIL 4407)

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Moral Psychology (PHIL5222)

**Professor:** Garcia, Jorge L

**Time:** MW 3:00-4:15

**Description:** This course examines intention and motivation in their relation to morality, especially, to moral wrongdoing. We will discuss what it is to act with the intention to V, how that relates to V-ing intentionally, in what sense we act from certain motives, for certain ends, and through certain means, as well as what it is to act despite certain factors. We'll also treat the connection between a human's acting and an event's occurring. We will consider claims that appeal to agent's intention and mental state is relevant only to morally evaluating the agent but not her action, or to determining her action's goodness but not its wrongness, or to fixing the level (or type) of blame she deserves but not to whether she deserves any blame in the first place. We will discuss articles and chapters drawn from the writings of recent thinkers including Elizabeth Anscombe, Ezio Di Nucci, John Finnis, Philippa Foot, Frances Kamm, Jeff MacMahan, Alison McIntyre, T. M. Scanlon, Judith Thomson, and others. A midterm and a final examination will comprise the course's assignments.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** British Empiricists (PHIL5249)

**Professor:** Davenport, Anne A

**Time:** TTH 3:00-4:15

**Description:** Why are the British Empiricists both perplexing and indispensable? Do they deserve the odium that they often receive? How fundamental are they to our American identity? This course conducts an in-depth examination of John Locke, George Berkeley, and David Hume. We look at the entire spectrum of their concerns, from theories of the self to political science, ethics, and aesthetics. We tease out and discuss their views of the "good life." We probe their arguments critically and look at some of their followers and opponents in order to understand more fully the impact of their positions. We end with Rousseau's critique of British Empiricism.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** The Ethics of Discernment (PHIL5444)

**Professor:** Gurtler, Gary SJ

**Time:** TTH 12:00-1:15

**Description:** This course has recently been added for the fall. For students interested in Aristotle's Nicomachean Ethics, this course is for you! It consists of a close reading of the whole of the Nicomachean Ethics beginning with ethical virtue (Books II-IX) and ending with happiness (Books I & X). I have found that a student's understanding of Aristotle's ethical concepts is enhanced when he/she considers those concepts in relation to leading figures in Ancient Greek literature. Thus, occasionally we will discuss some of Homer's Iliad and Sophocles' Oedipus Tyrannus to consider how some of the following issues relate to Achilles, Hektor, Paris, Oedipus, and Jocasta. What does it mean to have an ethical virtue (or vice), to engage in involuntary actions, to be responsible, courageous, good-tempered, truthful, temperate, continent, incontinent, and happy? Since the course will be run seminar style, students are expected to participate generously in classroom discussions.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Philosophy of Existence (PHIL5512)

**Professor:** Kearney, Richard

**Time:** TTH 3:00-4:15

**Description:** An introduction to the main questions of existentialist philosophy from Kierkegaard and Nietzsche to Heidegger, Sartre and Camus. The major issues dealt with include freedom and determinism, desire and death, anxiety and the search for the absolute.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Philosophy of Language (PHIL5527)

**Professor:** Sweeney, Eileen C

**Time:** TTH 4:30-5:45

**Description:** This course will consider major texts and movements in 20th century philosophy of language in both the analytic and continental traditions, reading the work of Russell, Wittgenstein, J. L. Austin, Quine and Davidson as well as Ricoeur and Derrida . Our goal will be to bring together these very different approaches to what has been a central concern of philosophy in the 20th century.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Environmental Ethics: Value of Nature/Nature of Value (PHIL5534)

**Professor:** Donnelly, Jason M

**Time:** MWF 11:00-11:50

**Description:** This course has theoretical and practical sides. Theoretically, it is an inquiry into value theory in general, and the value of (nonhuman) nature in particular. We will examine positions on the moral standing of nonhumans, such as anthropocentrism, animal rights and welfare, biocentrism, and ecocentrism. Practically, we will explore the social, political, economic, and ethical dimensions of environmental issues such as food, consumerism, climate change, energy, and sustainability. Our animating questions are: What are our duties to the natural world? How would our civilization have to change to meet these duties?

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Selected Readings in Phenomenology (PHIL5549)

**Professor:** Moran, Dermot

**Time:** TTH 12:00-1:15

**Description:** This course offers a critical introduction to phenomenology, one of the most important movements of twentieth-century European philosophy, including its French existentialist development, and its critics. The major themes and movements in phenomenology and existentialism will be studied through several key thinkers: Franz Brentano, Edmund Husserl, Martin Heidegger, Edith Stein, Maurice Merleau-Ponty, Jean-Paul Sartre, Emmanuel Levinas. Themes that will be critically considered include: intentionality, phenomenological description, perception and embodiment, moods and emotions, self-consciousness, the nature of the self, sociality and the surrounding lifeworld. The course will have both a historical and a critical orientation with an emphasis on reading selected primary-source texts in English translation.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Existentialism (PHIL5576)

**Professor:** Kreeft, Peter J

**Time:** TTH 9:00-10:15

**Description:** This course offers a critical introduction to phenomenology, one of the most important movements of twentieth-century European philosophy, including its French existentialist development, and its critics. The major themes and movements in phenomenology and existentialism will be studied through several key thinkers: Franz Brentano, Edmund Husserl, Martin Heidegger, Edith Stein, Maurice Merleau-Ponty, Jean-Paul Sartre, Emmanuel Levinas. Themes that will be critically considered include: intentionality, phenomenological description, perception and embodiment, moods and emotions, self-consciousness, the nature of the self, sociality and the surrounding lifeworld. The course will have both a historical and a critical orientation with an emphasis on reading selected primary-source texts in English translation.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Symbolic Logic: Theories and Practices (PHIL5577)

**Professor:** Atkins, Richard

**Time:** TTH 12:00-1:15

**Description:** An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning, but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth-century logic will be briefly considered, such as set theory, Russell's paradox, and Goedel's theorems.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Plato's Republic (PHIL6225)

**Professor:** DeChiara-Quenzer, Deborah

**Time:** MWF 2-2:50

**Description:** Welcome to one of Plato's greatest dialogues, the Republic. As a Platonic dialogue, the Republic has it all: an aporetic beginning (Book I), an ideal state, philosopher-kings, the theory of forms, degenerative states and souls, true and pseudo pleasures, and a great myth. In defense of a life of justice over injustice, this text involves ethics, politics, epistemology, psychology, and metaphysics. Classes will be run seminar style, so it is expected that students participate generously in classroom discussions. There will also be selected readings from Greek literature and Aristotle in order to enhance an understanding of Plato's views.

**Level:** Graduate



**Prerequisites:** None

**Corequisites:** None

**Course:** Frederick Douglass in Philosophical Dialogue (PHIL6625)

**Professor:** Fried, Charles G

**Time:** TTH 10:30-11:45

**Description:** This course will bring Frederick Douglass, Americas great orator political activist, journalist, writer, and thinker into dialogue with a variety of philosophical figures and themes, historical and contemporary, drawing widely on Douglasss autobiographies, speeches, journalism, and literary work and interlacing these with other authors. Figures in dialogue may include, among others: Butler, Du Bois, Fanon, Hegel, Heidegger, Locke, Mills, Plato, Ricoeur. Themes may include, among others: photography and performativity of self-respect; ocularcentrism and race; freedom and dialectic of master and slave; intersectionality of race and gender in Douglasss times and ours; constitutionalism and the legitimacy of the American regime; the relationship of rhetoric and narrative to justice; the science and pseudo-science of race; critique and reconstruction of rights in liberalism.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Hegel's Philosophy of Spirit

**Professor:** Magri, Elisa

**Time:** MWF 12:00-12:50

**Description:** This course is dedicated to Hegel's philosophy of Geist, which is often translated in English as "spirit," "mind," or "collective cultural mindset." However, the full meaning of Geist in Hegel's philosophy comprises a more fine-grained and richer development of affective, psychological, and practical elements. Drawing on Hegel's Phenomenology of Spirit as well as on the sections on the Philosophy of Spirit of Hegel's Encyclopaedia, this course will explore the main philosophical questions that surround the dimension of Geist in both Hegel's philosophy and contemporary debates, including Hegel's departure from transcendental philosophy and the nature-spirit relation, the novelty of Hegel's philosophical anthropology, the problem of recognition, and the quest for absolute knowledge.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** The Great Conversation (PHIL6635)

**Professor:** Kreeft, Peter J

**Time:** TTH 10:30-11:45

**Description:** A one-semester crash course in the history of philosophy covering the 100 greatest philosophers both historically and systematically (logically), emphasizing the ongoing story of issues and arguments among them. The professor's text (SOCRATES' CHILDREN) is about 1000 pages long.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Phenomenology and Psychoanalysis (PHIL7001)

**Professor:** Bloechl, Jeffery

**Time:** W 6:00-8:30

**Description:** This seminar will concentrate on the topic of the child's relation with others, as understood by Freud and Merleau-Ponty. The topic will also be an occasion to explore the themes of desire, language, and what Merleau-Ponty calls the "intersubjectivity before intersubjectivity". In addition to important texts by these two authors, we will also draw on shorter pieces by, e.g., E. Husserl, J. Lacan, and H. Wallon. Students should have familiarity with the fundamentals of phenomenology and Freudian psychoanalysis.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Heidegger II (PHIL7231)

**Professor:** Salis, John

**Time:** W 3:00-5:45

**Description:** This course will be devoted to several themes and texts in Heidegger's later thought. Some of the themes are language and poetry, technology and modern science, the nature of truth. Some of the texts are "Building, Dwelling, Thinking," "Poetically Man Dwells," "The End of Philosophy and the Task of Thinking,"

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Hermeneutics of Hospitality (PHIL7260)

**Professor:** Kearney, Richard

**Time:** M 6:00-8:45

**Description:** This graduate seminar explores the hermeneutics of hospitality and the gift. It involves close readings of the following: Paul Ricoeur's philosophy of linguistic and narrative hospitality in his later writings on translation; Jacques Derrida's deconstructive notions of 'hospitality' and the 'gift' in *Of Hospitality*; and Julia Kristeva's psychoanalytic account of hosting aliens in *Strangers to Ourselves*. The seminar will conclude with a discussion of carnal hospitality as a process of peace and justice. We will also refer to the recent phenomenologies of the gift in Jean-Luc Marion and Marcel Henaff.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Philosophy and the Pedagogy of Service (PHIL 7401)

**Professor:** Fried, Charles G; Byrne, Patrick

**Time:** TH 4:30-7:15

**Description:** Part II of Graduate PULSE (3 credits per semester, two semester sequence): In this two-semester course, the student will learn both the theory and practice of teaching a Philosophy service-learning course. The student will attend an undergraduate section of PULSE, doing the same readings as the undergraduates and working in a service placement for four hours a week. The student will also attend a bi-weekly seminar with other graduate students in the course and the graduate PULSE instructor, doing readings in the pedagogy of service learning, philosophy of education, and related fields. In consultation with the section instructor, the student will also serve as a writing mentor to undergraduates in the class. Requirements will include short reflection and exploratory papers, similar to the undergraduates, and a final research paper each semester. The first semester will focus on philosophy of education and on the pedagogy of service-learning; the second semester will focus on applied philosophical issues raised by specific service placements, either in the ethics of engaged service work or on policy questions connected to the service. Enrollment requires the permission of the undergraduate section instructor, the instructor for the graduate course, and the Director of the PULSE Program.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Kant's Critique of the Traditional Metaphysics in his Post-Critical Writings (PHIL7430)

**Professor:** Basile, Giovanni Pietro

**Time:** T 4:30-7:15

**Description:** With the Critique of Pure Reason, Kant intended to ground metaphysics on a new foundation. This new foundation aimed at limiting, in the first instance, the claims of rationalist dogmatism of Wolffian and Leibnizian mould to a speculative metaphysics. In addition to this pars destruens coinciding with the transcendental philosophy as a critique of knowledge, the foundational operation of the first Critique involved a pars costruens: the foundation of metaphysics as moral philosophy. The project of the Kantian critical philosophy did not fail to arouse controversy, especially from representatives of Leibnizian and Wolffian metaphysics in Germany. In particular, the philosopher Johann August Eberhard and the Prussian Academy of Sciences itself promoted an active campaign against the Kantian thought, in defense of the system of Leibniz and Wolff. Among the writings in which Kant retorts to his opponents, two are particularly important: On a discovery whereby any new critique of pure reason is to be made superfluous by an older one (1790) and What real progress has metaphysics made in Germany since the time of Leibniz and Wolff? (1793/1804). Both works are related by a deep systematic unity and constitute, in some ways, an attempt by Kant to make an assessment of his own critical philosophy and to highlight the most original points of his thinking.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Aristotle on Science and the Sciences (PHIL7430)

**Professor:** Wians, William R

**Time:** M 6:00-8:45

**Description:** Scholars increasingly appreciate the profound connections between Aristotle's philosophical positions in works such as the Ethics, De Anima, and Metaphysics and his theory of scientific knowledge, its conditions and methods. Knowledge may be logical, ethical, or physical; it may be practical, productive, or theoretical; it may be mathematical, physical, or theological; and while some things are more knowable to us, others are more knowable in themselves. Whether in psychology, metaphysics, ethics, or natural science, Aristotle's epistemological and methodological commitments determine his starting points, shape the exposition, and decisively influence the outcome of his investigations.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Platonic Theories of Knowledge (PHIL7720)

**Professor:** Gurtler, Gary, SJ

**Time:** T 1:30-4:20

**Description:** The purpose of this course will be twofold: to explore Platonic considerations of perception and memory in the Theaetetus and dialectic in the Sophist; and to investigate what Plotinus does with this Platonic inheritance in his major study of the soul and its way of knowing. Both philosophers show the intersection of perception and intellectual knowledge in a way that is essential for understanding the Platonic project as a whole and especially the possibilities and limits of human knowledge.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None

**Course:** Early Modern Metaphysics

**Professor:** Solere, Jean-Luc

**Time:** TH 1:30-4:15

**Description:** This course will explore the main themes of metaphysics (God, substance and modes, mind and body, causality) in the 17th-early 18th centuries, from Descartes to Spinoza to Leibniz.

**Level:** Graduate

**Prerequisites:** None

**Corequisites:** None