**COURSE DESCRIPTIONS**

**GRADUATE COURSES, SPRING 2022**

**Studies in Ancient Philosophy: Aristotle’s Psychology**

Tim Roche

Philosophy 4211-6211

<History>

The focus of the course is Aristotle's psychology or philosophy of the soul. The *De Anima* is the starting point for our study of his work in this area. Using this treatise, we investigate Aristotle's theories of the nature and fate of the soul, the soul's relation to the body, why Aristotle rejects both the Platonic conception of the soul and presocratic physicalist conceptions of the soul. We study Aristotle’s explanations of various psychic capacities, processes, and activities such as perception, desire, emotion, memory, imagination, sleep, waking, dreaming, movement, action, thought (both practical and theoretical); we also examine his accounts of why some lives are shorter or longer than others, and the causes of youth, old age, and death. Our inquiries will involve examinations of the three books of Aristotle’s *De Anima* along with other writings belonging to Aristotle’s psychology, including some of his writings contained in the *Parva Naturalia*. These works include *On Perception and Perceptible Objects*, *On Memory and Recollection*, *On Sleep and Waking*, *On Dreams*, and *On Youth and Old Age, Life and Death, and Respiration.* We will also briefly discuss relevant passages from Aristotle's *De Motu Animalium*, *Metaphysics*, and *Nicomachean Ethics* to shed light on some of the more obscure discussions with which we will have to wrestle.

**Texts**

**Required**

Miller, Jr., Fred D. (2018). *Aristotle on the Soul and Other Psychological Works,* Oxford:

 Oxford University Press.

**Recommended**

 Barnes, Jonathan (1984), *The Complete Works of Aristotle*, Princeton: Princeton

 University Press.

 Cooper, John (1996), *Plato: Complete Works*, Indianapolis: Hackett.

**Philosophy of Mind**

Philosophy 4421/6421

 Shaun Gallagher

<Theoretical>

The course will cover major issues and debates in recent philosophy of mind after reviewing some of the basic concepts and discussions. Topics include cognitivist, computational and representational models of the mind; functionalism; mental causation; action; notions of self, and more recent embodied, enactive and extended models of the mind.

**TEXTS**

**Required**

All required texts will be online.

**Seminar in Major Figures: Hegel’s Philosophy of Right**

Philosophy 7020/8020

Tom Nenon

<Practical>

In the first half of the nineteenth century, Hegel’s *Basic Outline of a Philosophy of Right* provided a philosophical account of modern political life in Europe. More importantly, however, it also presented a normative framework for evaluating the legitimacy of past and present political orders in terms of the extent to which they have served as concrete realizations of the ideal of freedom.

We will place special emphasis upon the philosophical assumptions that support his concrete analyses. We will try to understand what he means by freedom and how his political philosophy explains and justifies certain features of modern political states as advancements of this kind of freedom. We will ask, more specifically, how Hegel conceives of the relationship between individuals and their property, the role of morality in political and social life, and the relationship between persons and larger social institutions such as families, business professions, and nation-states. Our overall goal will be to identify and critically evaluate the views about personal identity, human happiness, and meaningful human lives that find their expression in this work and still represent important issues for us today.

**TEXTS**

**Required**

G.W.F. Hegel, *Elements of the Philosophy of Right*, ed. by Allen Wood (Cambridge U. Press, 1991)

**Seminar in Continental Philosophy: Deconstruction 1.0**

Philosophy 7030/8030

Instructor: Kas Saghafi

<Theoretical>

This course will be an attempt to “introduce” Derrida and deconstruction by carefully reading several of his early texts, which also involve an examination of other thinkers. We will try to assess the singular place of deconstruction in the history of philosophy.

**TEXTS**

**Required**

Derrida, Jacques (1978). *Writing and Difference*. trans. Alan Bass. Chicago: University of Chicago Press. ISBN : 978-0226502830. *L’Ecriture et la différance*. Paris: Seuil, 1967.

Derrida, Jacques (1982). *Margins of Philosophy*. trans. Alan Bass. Chicago: University of Chicago Press. ISBN: 978-0226143262. *Marges de la philosophie*. Paris: Minuit, 1972.

**Recommended**

Derrida, Jacques (1981). *Positions*. trans. Alan Bass. Chicago: University of Chicago Press. *Positions*. Paris: Minuit, 1972.

**Seminar in Modern Philosophy: Kant’s *Critique of Pure Reason***

Philosophy 7301-8301

Daniel J. Smith

<History>

**COURSE DESCRIPTION**

 A close study of Kant’s magnum opus, the *Critique of Pure Reason*. Will include discussion of topics including Kant’s critique of pre-critical metaphysics, the nature of transcendental philosophy in general and transcendental idealism in particular, the idea of “dialectic”, the nature of freedom, the existence of God, and the idea of a history of pure reason.

**TEXTS**

**Required**

Kant, Immanuel (1998). *Critique of Pure Reason* trans. Paul Guyer and Allen Wood, Cambridge: Cambridge University Press.

**Cognitive Science Seminar: The Ethics of Artificial Intelligence**

Philosophy 8514-7514

Instructor: David Miguel Gray

<Practical>

**COURSE DESCRIPTION**

While scientists have been developing Artificial Intelligence (AI) since the 1950’s , only recently has AI permeated virtually every technological aspect of our lives. Driven mainly by the increase in the power of computers and the availability of training data, it has been possible to apply new forms of AI, such as machine learning (frequently in the form of neural networks), to many of the problems we face in our increasingly technological world. But machine learning and training data pose novel ethical problems, not encountered by earlier generations of programmed AI. After exploring some fundamental issues in the development of AI, we will investigate ethical issues raised by machine learning, with a focus on explainability, privacy, bias, and fairness.

Explainability.  As neural networks and machine systems are not programmed but rather trained on large data sets, it is difficult to know 1) what procedures AI systems are using to perform their tasks successfully and 2) whether we could understand the procedures even if we had access to them.  Being able to explain how AI systems work would lead to great insights into how problems are solved. Additionally, as AI architectures move further away from anything that we could think of modeling the mind/brain, we have less to learn about ourselves from understanding new AI systems.

Privacy. To train NN and ML systems, they need to be given large amounts of data.  In many cases, this is unproblematic when the data needed is publicly accessible and reveals nothing about our individual lives (e.g., getting a robot to navigate an obstacle course).  However, much AI is geared towards targeting advertising, determining eligibility for loans, and even finding good resumes for employers to look at.  This all involves AI systems to train on large amounts of private information.

Bias. When the training data exhibits bias, AI systems will learn biases that range from the concerning to the tragic. For example, early face recognition technology was trained on images of employees for tech companies and developed biases in terms of gender and race.   Medical recommender systems learn to mimic the biases inherent in their training data. Loan recommender systems learn the bias inherent in the historical data. Predictive policing models train on historical records that are notoriously biased.

Fairness.  Given the problems of biases and privacy, there is a push to make sure ML is ‘fair’.  But what is fairness in general and what is fairness for ML?   While this course does not presume any background, some familiarity with the basics of artificial intelligence will be helpful.  There will be a variety of possible projects so that students in different fields such as computer science, psychology, and philosophy will be able to put their expertise to use while developing skills in other areas of inquiry.

**TEXTS**

All materials for this course will be provided on Canvas.