“Philosophy,” as William James put it, “is an attempt to think without arbitrariness or dogmatism about the fundamental issues.” Colby’s philosophy program challenges students to understand what it means to live morally in an often unjust world, to deliberate rationally about knowledge, freedom, and meaning, and to appreciate deeply the natural and aesthetic dimensions of our lives. Our courses provide the historical depth, cosmopolitan breadth, and multiplicity of perspectives necessary for participating in the philosophical conversation that spans human history and reaches around the globe. The Philosophy Department cultivates skills in effective writing, close reading, clear reasoning, and creative thinking, enabling students to join this ongoing conversation. Philosophy prepares students for professional careers and a lifetime of intellectual engagement in a complex and changing world.

Requirements for the Major in Philosophy

To complete the major in Philosophy, a student must take a minimum of 10 courses. Among these 10 courses, PL151, PL231, PL232, and at least one section of PL422 are required. The remaining six electives must include at least one course that satisfies the Metaphysics and Epistemology area requirement (“M&E”); one course that satisfies the Values area requirement (“V”); and one course that satisfies the Diversity requirement (“D”).

Also, among these six electives, only one 100-level course can be counted, and at least two must be at or above the 300-level. Only one elective can be counted from PL483/484 (Honors) and only one can be counted from PL 291/292 and PL491/492 (Independent Study). PL422 (Philosophical Encounters) can be taken more than once for elective credit and may count concurrently to satisfy area requirements. No course taken satisfactory/unsatisfactory can be counted in fulfillment of major requirements, nor can any course with fewer than three credits.

Honors in Philosophy

Students majoring in philosophy may apply during their junior year for admission to the honors program. Permission is required; guidelines are established by the department and posted at colby.edu/philosophy. Successful completion of the work of the honors program and of the major will enable the student to graduate with “Honors in Philosophy.”

Requirements for the Minor in Philosophy

To complete the minor in philosophy, a student must take a minimum of six courses. These must include at least one course that satisfies the metaphysics and epistemology area requirement (M&E); one that satisfies the values area requirement (V); and one that covers a historical period in philosophy (H). At least one must be at or above the 300 level, and no more than one may be at the 100 level with this exception: both Philosophy 151 and another 100-level course may be counted. No course taken satisfactory/unsatisfactory may be counted in fulfillment of minor requirements, nor may any course counting for fewer than three credits.

Course Offerings

PL111f  Central Philosophical Issues: Justice and Society  An introductory course in philosophy through readings on justice and oppression, individual freedom and rights, incarceration, state power, violence, and economic inequality. Readings from Michelle Alexander, Hannah Arendt, John Locke, Karl Marx, John Stuart Mill, Plato, Malcolm X, and Iris Marion Young. Students will learn philosophical thinking, reading, speaking, and writing. In addition, they will gain understanding of fundamental issues in social philosophy, including freedom, justice, the mechanisms of oppression, state formation, (il)legitimate uses of violence, revolution, incarceration, minority rights, etc.  Four credit hours.  S.  GORDON

PL113f  Central Philosophical Issues: On Being Human  Combines readings of classic philosophical texts on the subject of human nature with current incarnations of these debates in the contemporary world. Possible topics include the extent to which human nature is natural as opposed to cultural, the question of what differentiates humans from animals, the ethics of genetic enhancement and our treatment of other animals, and the role of race or gender in human identity.  Four credit hours.  S.  MOLAND

PL114f  Central Philosophical Issues: Nature and God  An introduction to philosophy approached through issues in the philosophy of religion. Stress will be on epistemological questions (regarding how we can have knowledge) in connection with metaphysical questions (regarding the basic features of the universe). Designed to introduce students to the history of Western philosophy; to improve skills of critical reading, writing, and thinking; and to promote thinking on some big-picture issues, such as education, happiness, wisdom, God, spirituality, and knowledge. Readings include Plato, Aquinas, Bacon, Descartes, Hume, and Dewey.  Four credit hours.  L.
[PL117]  Central Philosophical Issues: Philosophical Anthropology  What is human nature? What makes humans different from other animals? What is the significance of the divisions internal to human society, such as those of race, class, gender, and culture? What does it mean to be a self-interpreting, historical being? What is the place of human beings in the natural world, especially in the context of global environmental crisis? Philosophical anthropology is the study of past and current responses to these questions and includes an understanding practice of critique as a philosophical method. Exposure to responses from past and present provides opportunities to question fundamental beliefs about human nature.  

Four credit hours.  W1.

[PL126f]  Philosophy and the Environment  An introduction to philosophy through prominent questions and themes in environmental philosophy. Topics include the historical context and causes of environmental crisis, anthropocentrism, animal rights, intrinsic value, biocentrism, ecocentrism, and radical social theories, incorporating core philosophical issues in ethics, philosophical anthropology, and nature philosophy. These provide resources for clear and creative reasoning on the philosophical aspects of creating sustainable communities, for reflection on value priorities, and for exploration of relationships between academic work and social responsibility.  

Four credit hours.  PETERSON

[PL145]  Paradox and the Limits of Reason  Part of what it is to be a fully rational being is to think about what it means to be a rational being, but when reason reasons about itself it opens the door to a bewildering array of conceptual dead-ends: self-referential paradoxes, infinite regressions, and dilemmas of various sorts. Beginning with some playful, but frustrating, antinomies of reason—from the Liars Paradox to the Prisoners Dilemma—we will develop analytic techniques, critical skills, and logical tools to help untangle the knots into which reason ties itself and push up against the bounds of reason.  

Satisfies the Social Sciences (S) requirement. Prerequisite: Concurrent registration in Mathematics 145 and Religious Studies 145. Elect IS145.  

Four credit hours.  S.

[PL151f]  Logic and Argumentation  Argumentation is a subject that covers the processes of reasoning, the communicative actions, and the dialectical exchanges that give form to our intellectual lives. Logic, the study of inferences, is a central component of good argumentation. Students develop the conceptual vocabulary and critical skills to argue effectively and to evaluate arguments intelligently. These include interpretive techniques, like diagramming and fallacy identification, as well as the formal, analytic tools of symbolic logic.  

Four credit hours.  Q.  WHITE

[PL161]  Reading Greek Philosophy  What are the rewards and challenges of reading Greek texts in the 21st century? How much difference does a translation make? Key selections from the works of authors being read in recent classics and philosophy courses, team taught by classics and philosophy faculty, and opening dialogue between classics and philosophy students. Readings in Greek and/or English. Students without Greek do all readings in English. Attention to the theory and practice of translation. Nongraded. Prerequisite: Sophomore standing, or current or previous enrollment in a Greek language course.  

One credit hour.

[PL197]  Philosophy and Science Fiction  Science fiction offers us an entertaining and thought-provoking way to explore the most fundamental mysteries of the universe. In this course, we will examine some classics of the genre to see how they shed light on enduring philosophical questions, such as: What constitutes personal identity? Is time travel possible? What is a mind? Does free will exist? How can we know the truth? What are our responsibilities to others? Students will come away from the course with a deeper understanding of these classic problems of philosophy, a better sense of how science fiction can be used to investigate them in ways that go beyond standard philosophical methods, and an awareness of the continuity between philosophy and the arts.  

Three credit hours.  FOSNER

[PL211]  Moral Philosophy  Should ethics be based on universal respect for human dignity, on an assessment of what would benefit society at large, or on what fosters desirable character traits in the individual? Our answers determine how we address difficult questions concerning life and death, the ethics of war, indigenous rights, and global poverty. We explore the historical basis of four major movements in current ethical theory: virtue ethics, deontology, moral psychology, and utilitarianism. In conjunction with each theory, we will consider a contemporary ethical issue. Students develop both written and verbal argumentative skills through essays and class presentations.  

Four credit hours.  S.

[PL212]  Philosophical Paradoxes  There can be an air of paradox when thinking about thinking, as if thought gets its own way. We will begin with a look at some playful, but frustrating, "antinomies of reason" - from the Liars Paradox to the Prisoner's Dilemma - in order to develop and test conceptual strategies that can then be applied to more traditional philosophical problems. To untangle the knots that reason ties itself into, we will need access to a broad array of analytic techniques, critical skills, and logical tools. Finally, we will discover something about the nature of philosophy from these peculiarly and characteristically philosophical problems.  

Three credit hours.

[PL213]  Philosophical Inquiries into Race  A philosophical treatment of several aspects of race and racism: ontological issues surrounding what race is; existential and phenomenological issues about embodiment as a visible racial minority; social and political issues regarding oppression, colonization, and discrimination; and ethical issues involving racial minorities in the American context.  

Four credit hours.
[PL231] History of Ancient Greek Philosophy A survey of ancient Greek thought through the ideas of the pre-Socratics, the Sophists, Plato, Aristotle and the Cynics. Primary, though not exclusive, attention will be to metaphysical and epistemic issues. Prerequisite: Sophomore or higher standing. Four credit hours. H. GORDON

[PL232] History of Modern Philosophy The philosophical period covered (roughly 1600-1800) includes some of the great transformations of Western philosophy: Descartes’s famous cogito, Spinoza’s radical monism, Hume’s sweeping skepticism, and Kant’s Copernican Revolution. Along the way, thinkers such as Elizabeth of Bohemia, Hobbes, Locke, and Mary Astell engaged in spirited debates about the origin of emotions, the nature of freedom, the status of knowledge, and the place of belief. We study each of these theorists in an effort to understand the questions they raised and the impact of their answers on the contemporary world. Four credit hours. H. MOLAND

[PL233] Philosophy and Art In 1964, philosopher Arthur Danto had a life-changing experience viewing contemporary art and concluded that we had reached the "end of art." What could this mean? We will explore this and other questions, including, Why do humans create art in the first place? Is the aesthetic experience primarily cognitive or emotive? Should art merely entertain us or ennoble and improve us? Do artistic genres such as comedy evolve, or do they (and does art in general) articulate something constant about human nature? Will engage students in artistic events on campus and the Colby Museum of Art. Through written exercises and presentations, students’ written and verbal skills are developed. Prerequisite: Sophomore or higher standing. Four credit hours. A.

[PL234] The Stoic Way of Life In keeping with a recent resurgence in interest in Stoicism, this course aims to return to the Greek and Roman sources in order to explore Stoicism’s long-standing influence and allure. At the center of the course will be the questions: If humans live best ?according to nature,? what does that mean and is it a sustainable human life? In addition to the ancient sources, we will look at contemporary works that interpret Stoicism for the twenty-first century. Learning goals include gaining a deep familiarity with Stoic philosophical thought and its historical development, oral and written communication of complex ideas, exploring Stoicism deeply in written work that analyzes, synthesizes, and argues?i.e., speaking, reading, and writing philosophically. Four credit hours. H. GORDON

[PL235] Critical Social Thought Readings from seminal texts in the early liberal tradition, from critics of the liberal tradition and neoliberal theory. Students will engage with this tradition and its critics addressed through a critical focus on on gender, race, and class injustices. Four credit hours. U.

[PL236] Taking Philosophy Public Philosophy has turned recently to urgent conversations about how we might extend what we do in the academy out to the public sphere and contribute to public life. In this humanities lab, students will read philosophical texts about democracy and public disclosure, follow philosophers on social media, and video conference with philosophers who are currently engaged in public philosophy activities. They will then design, organize, and carry out a public philosophy activity of their choosing, lead discussion in
from the last few decades in response to the environmental crisis. It covers not only classical issues such as anthropocentrism and the intrinsic value of nature, but also supplies the conceptual tools needed to tackle the complex ethical, political, cultural, scientific, and practical dimensions of human relations to more-than-human nature. Special attention will be devoted to the topics of nonhuman animals, food, energy, and climate change. Four credit hours.

[PL243] Environmental Ethics Aims to familiarize students with the many philosophical approaches that have been developed over the past few decades in response to the environmental crisis. It covers not only classical issues such as anthropocentrism and the intrinsic value of nature, but also supplies the conceptual tools needed to tackle the complex ethical, political, cultural, scientific, and practical dimensions of human relations to more-than-human nature. Special attention will be devoted to the topics of nonhuman animals, food, energy, and climate change. Four credit hours.

[PL253] Skepticism East and West For as long as there have been philosophers engaged in passionate pursuit of knowledge, there have been skeptics critical of the entire enterprise. Can we really know the Truth about anything? For that matter, how important is it for us to know the Truth? Skeptical thinkers have appeared in all times and cultures. We will engage with three venerable texts: the Zhuangzi from ancient China, Nagarjuna's writings on the Middle Way from ancient India, and the Outline of Skepticism by Sextus Empiricus from ancient Greece. Our goal is to put these authors into dialogue and then join in that dialogue. Prerequisite: A prior course in philosophy. Three credit hours.

[PL258] Advanced Logic Further investigations into symbolic logic and its extensions, with special attention to modal logic and some attention to metatheoretic results. Prerequisite: Philosophy 151. Four credit hours.

PL265f Chinese Philosophy An introduction to major thoughts, texts, and thinkers in the "classical" period of Chinese philosophy, which covers roughly the sixth through the third centuries BCE (known as the Warring States period). We will cover Confucius, Mozi, Mencius, Zhuangzi, Laozi, Sunzi, Xunzi, Han Feizi, the Yi Jing or Book of Changes, and other important texts. Provides an overview of the philosophical questions that motivated thinkers in early China and aims to provide an appreciation for how various answers to these questions have shaped East Asian civilizations generally. Four credit hours.

[PL266] Buddhist Philosophy Examines the philosophical dimensions of the rise of Buddhism in India and its spread across East Asia. After an introduction to the historical Buddha and to Buddhist philosophies in India, we will examine the major schools of Buddhist philosophy in China and the dominate schools of Zen Buddhism in Japan, all in chronological order and with attention given to the development and transformation of key philosophical ideas. Questions pertaining to the nature of reality, time, causality, self, mind, truth, language, and the relation between theory and practice are explored. Four credit hours.

PL274s Philosophy of Religion An examination of some principal philosophical issues in the area of religion, including the existence of God, divine attributes in relation to time, space, and the natural world, the origin and content of religious experience, issues regarding faith and its object, and the function of religious symbolism. Readings include both critics and defenders of the religious standpoint. Prerequisite: One course in philosophy. Four credit hours.

[PL277f] Reuman Reading Group Faculty and students jointly select, read, discuss, and argue about a philosophical text in regular, intellectually rigorous, but freewheeling and informal sessions that provide an opportunity to indulge our passion for philosophy. Nongraded. Prerequisite: Permission of instructor. One credit hour.

[PL297Af] Philosophy of Mind What exactly is a mind? This course will pursue an answer to this question by exploring various characteristics that have been identified as distinctive of mentality, including but not limited to: consciousness, rationality, a sense of self, and the ability to have perceptions, thoughts, and beliefs about the world. Along the way we will also consider such questions as the following: What is the relationship between the mind and the brain? Can computers have minds? How do mental states cause bodily motions? Is consciousness essential to mentality? How do thoughts and perceptions come to represent the external environment? Four credit hours.

[PL297Bj] Vegan Studies: Animals, Politics, Environment, and Health Philosophers have been at the forefront of debates in animal ethics and environmentalism, and have criticized animal captivity and exploitation for decades. Going beyond traditional ethical approaches,
more recent approaches to veganism define it as a social movement committed to total liberation for nonhumans and humans alike. The course explores the principles behind these approaches, introducing students to the philosophical, political, environmental, and health aspects of veganism as a social movement and mode of subsistence. They will learn the moral philosophy and political dimensions of animal liberation and environmentalism, the environmental and health impacts of animal agriculture, and practical skills such as how to cook vegan food. Three credit hours. PETERSON

PL298s Philosophy of Science Over the last century, philosophers have devoted considerable effort to understanding the methods, aims, and history of scientific inquiry. This course will provide a survey of the immense body of work produced by these efforts. The questions we will be investigating include: What distinguishes science from non-science? How are scientific theories confirmed by evidence? What is the nature of scientific explanation? Is there such a thing as scientific progress? What is a law of nature? Does science provide us with knowledge of a mind-independent reality? Four credit hours. WHITE

[PL311] Philosophical Approaches to Global Justice Recent philosophical theorizing regarding global justice. Topics include our responsibilities regarding global poverty, the definition and causes of terrorism, the nature of collective responsibility, the ethical implications of the nation-state. Gives particular attention to philosophers who have left the ivory tower by putting their theories into action such as Peter Singer, Thomas Pogge, and Martha Nussbaum. Students have the option of putting theory into practice through a civic engagement project. Prerequisite: Two courses in philosophy. Four credit hours. I.

[PL314] Kari Marx and Marxist Philosophical Thought Beginning with Marx's and Engels's primary texts, we then examine the influence of Marxist philosophical thought on economic theory, revolutionary theory, cultural criticism, feminism, and aesthetic theory. Four credit hours. S.

[PL317] Philosophy of Science A consideration of some major 20th-century conceptions of what scientists aim to do, what theoretical structures they employ in pursuing their aims, and what legitimates these structures. Science seems to be constrained by experience in distinctive ways, but it also ventures far beyond experience in pursuing its theoretical and explanatory aims. These issues are approached historically by examining the rise and fall of the project known as logical empiricism (or logical positivism). Four credit hours.

PL328f Radical Ecologies Radical ecologies interrogate our everyday, scientific, and metaphysical conceptions of nature, they emphasize that environmental problems in human-to-nature relations originate in human-to-human relations (e.g., gender, class, and race relations), and they call for comprehensive social and cultural changes through their critiques of existing social forms. They critically explore the historical, cultural, social, political, economic, ethical, and technological aspects of the place of the human in nature. Readings from anarchist social ecology, deep ecology, ecofeminism, and ecosocialism. Prerequisite: One philosophy course. Four credit hours.

PL337f Philosophy of Humor What makes something funny? Is there a logic to jokes? What unites puns, slapstick, and satire? Does saying "It's only a joke" excuse offensive jokes? Is a sense of humor a virtue? Is humor a proper subject for philosophy? Historically important theories from Aristotle, Hobbes, Kant, Schopenhauer, Bergson, and Freud will lead us to contemporary debates about the logic, ethics, and aesthetics of humor as well as its cognitive and social aspects. Prerequisite: Three philosophy courses. Four credit hours. PETERSON

PL338f Philosophy of Language Philosophy took a linguistic turn in the 20th century: philosophers have come to suppose that reflection on the nature of language and the linguistic representation can help solve longstanding philosophical problems. The development of the philosophy of language and its success, with special attention to the role of metaphor. Prerequisite: Philosophy 151. Four credit hours.

[PL352] American Philosophy An introduction to classical American philosophy (roughly 1870-1945), with a focus on pragmatic naturalism as a response to European forms of empiricism and idealism. Begins with the transcendentalist thinker Ralph Waldo Emerson. Features close study of thinkers most representative of the "classical" period: Peirce, James, Dewey, Addams, Mead, and others. Students acquire a solid historical, cultural, and philosophical understanding of what is quintessentially "American" about American philosophy and how it relates to other philosophical traditions. Prerequisite: One course in philosophy. Four credit hours. H.

[PL353] Contemporary Analytic Philosophy At the turn of the 20th century, G. E. Moore and Bertrand Russell revolutionized the way we philosophize. Their new methods focused intensely on language, radically altering philosophy's agenda: old questions got new answers, new questions were raised, more attention was paid to the nature of philosophy itself. It culminated in Wittgenstein's extraordinary Tractatus Logico-Philosophicus—and a discipline in a crisis of self-identity. The first articulate responses in mid-century were Logical Positivism and Ordinary Language Philosophy, but the contours of contemporary philosophy and its main voices, such as Kripke's Realism or Rorty's Neo-Pragmatism, are still best understood against this historical backdrop. Provides context for entering contemporary philosophical debates. Prerequisite: Two philosophy courses. Four credit hours.
[PL357]  Beauty and Truth: The German Age of Aesthetics  Philosophers and artists during the German Age of Aesthetics (1770-1830) believed that art was among humans’ highest achievements. Kant compared aesthetic insight with moral feeling; Goethe and Schiller paired their pathbreaking literary accomplishments with theories describing freedom in terms of the tragic and the sublime. The poet Novalis and critic Friedrich Schlegel articulated a new aesthetic they hoped would change the world; Hegel argued that art is one expression of absolute truth. These aesthetic theories are supplemented with plays and novels, as well as with the music and visual art that characterized the period. Prerequisite: Two philosophy courses. Four credit hours. A.

[PL359]  19th-Century Philosophy  Philosophy in the 19th century began with the assertion by great systematic philosopher G.W.F. Hegel that what is rational is actual and what is actual is rational; it ended with Nietzsche’s virulent attacks on the entire Western rationalist tradition. Between these benchmarks we find Karl Marx’s claim that philosophy’s job is not to understand the world but to change it; John Stuart Mill’s articulation of utilitarianism; and Kierkegaard’s philosophy of existential renunciation. A survey of these and other philosophers along with a study of the social upheaval and scientific advances to which they reacted. Prerequisite: Philosophy 232. Four credit hours. H.

PL374s  Existentialism  An examination of the existing individual, their freedom and death, meaning, value, nihilism, authenticity, responsibility, and faith in the works of Kierkegaard, Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, Buber, and the phenomenologists Frantz Fanon and Iris Marion Young. Prerequisite: Two philosophy courses. Four credit hours. GORDON

[PL378]  Contemporary Continental Philosophy  An exploration of the most significant themes and thinkers in French and German thought from the early 20th century to the present. Movements and schools of thought covered may include phenomenology, hermeneutics, existentialism, French empiricism, psychoanalysis, critical theory, feminism, (post)structuralism, deconstruction, science studies, and recent speculative realism. Through close reading and practiced writing students will engage with the question “What is philosophy?” Prerequisite: Philosophy 232 or 359. Four credit hours.

[PL380A]  Recent Continental Realisms  In recent years, a group of philosophers has thrown the widespread dogma of “social construction” into question. Is the world really nothing but a social construction? Does humankind really play such a significant role in the constitution of the world through its consciousness, subjectivity, language games, discourse, praxis, being-in-the-world, or embodiment? Students will explore some very recent work by a handful of philosophers who argue that in order for philosophy to be rescued from its condition of being unable to respond to current world problems, it has to return to some form of realism. Prerequisite: Two philosophy courses. Four credit hours.

PL380Bs  Material Ethics  Formal ethics claim that rule-following, good intentions, or universal principles and procedures are at the core of the moral life. Material ethics explore the domains of content that are overlooked when attention is focused solely on these formal aspects, such as the role of the emotions and embodiment in ethical relations, the satisfaction of basic human needs, the plurality of value experiences and value priorities, and ethical responses to the concrete structural nature of social oppression. This course will engage students with often-neglected minority traditions in philosophical ethics, including feminist ethics, value theory, and the ethics of liberation. Prerequisite: Two philosophy courses (not including Philosophy 151). Four credit hours. PETERSON

[PL381]  Philosophers in Focus: Plato  A concentrated study of a selection of Plato’s dialogues and some scholarly articles, centered around a given theme. Students will gain deep understanding of the theme, as well as its connection to Plato’s larger philosophical project. Prerequisite: Philosophy 231. Four credit hours.

[PL386]  Philosophers in Focus: Immanuel Kant  Kant developed his metaphysical system not only as an austere account of purely rational determination of knowledge and action but also as an intervention in the lively and tumultuous milieu of the Enlightenment. In this course, we study Kant’s critical philosophy to acquaint ourselves with the principles of his metaphysics, epistemology, and ethics before turning to popular and scholarly polemical pieces in which he engages with a variety of socio-political views of the day, including the topic of race. Prerequisite: One course in philosophy (not including Philosophy 151). Four credit hours.

[PL389]  Philosophers in Focus: Ludwig Wittgenstein  Ludwig Wittgenstein was an extraordinary philosopher - brilliant, troubled, enigmatic, charismatic, and enormously influential despite being so often misunderstood. In this seminar, we will begin with his rigorous but cryptic early masterpiece, Tractatus Logico-Philosophicus, before turning to the Philosophical Investigations, with its provocative critiques of his earlier essentialism and foundationalism. There will also be opportunities for forays into his writings on culture, mathematics, psychology, and ethics. Prerequisite: Two philosophy courses. Four credit hours.

PL398s  Mental Causation  We typically assume, as an article of common sense, that mental states have a causal impact on the motion of our bodies. Should we desire to stand up and walk around, we stand up and walk around. This course will examine various ways that philosophers and those in the relevant sciences have interpreted such psychological explanations of behavior in the interest of better understanding how the mind interacts with the physical world. In pursuit of this goal, we will consider a number of theories of mental
causation, the plausibility of the epiphenomenalist view that the mind is causally inert, and some rival theories of causation in general.

**Prerequisite:** Two philosophy courses.  
**Four credit hours.**  

[PL401] Philosophy Colloquium I  
The first semester of a year-long series of presentations from invited speakers on topics of philosophical interest. Senior majors are required to attend all colloquia, read the papers, and prepare responses to the presentations.  
**One credit hour for completion of two semesters of the series.**  
**Prerequisite:** Senior standing as a philosophy major.  
**Noncredit.**

[PL402] Philosophy Colloquium II  
The second semester of a year-long series of presentations from invited speakers on topics of philosophical interest. Senior majors are required to attend all colloquia, read the papers, and prepare responses to the presentations.  
**One credit hour for the year.**  
**Prerequisite:** Philosophy 401 and senior standing as a philosophy major.  
**One credit hour.**

PL422s Philosophical Encounters: Philosophies of Freedom and Captivity  
Philosophers since Socrates have grappled with what it means to be free and what implications our definition of freedom has for understanding justice. Contemporary philosophers use these definitions to articulate ethical questions concerning the crisis of mass incarceration in the United States. We will explore both historical philosophies of freedom and philosophical writing about incarceration today, including the death penalty, juvenile detention, and solitary confinement. We will also learn about the lived experience of incarcerated people in Maine. Includes "philosophical encounters" with scholars and activists.  
**Freedom and Captivity humanities theme course.**  
**Prerequisite:** Five philosophy courses at least one of which must be at the 300-level.  
**Four credit hours.**

PL483f Philosophy Honors Program  
Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. A 3.25 major average at the end of the senior year, a grade of A- or better on honors work, a public presentation, and final approval by the department are conditions of successful completion of this program.  
**Prerequisite:** Senior standing, a 3.25 major average at the end of the junior year, and permission of the department. The honors tutor must be a member of the philosophy faculty.  
**Four credit hours.**

[PL483J] Philosophy Honors Program  
**Noncredit.**

PL491f, 492s Independent Study  
Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work.  
**Prerequisite:** Permission of the instructor.  
**One to four credit hours.**