

SPRING 2009 COURSE DESCRIPTIONS

University of Washington

Department of Philosophy**PHIL 100A Introduction to Philosophy A. Moore TTh 1:30-2:50 5cr**

This course is a survey introduction to the basic issues, disputes, and methods of traditional and contemporary philosophy. Issues that will be covered include: freewill and determinism, the mind/body problem, justifying a belief in God, ethics, and political philosophy.

TEXT: *Reason at Work: Introductory Readings in Philosophy*, Cahn, Kitcher, Sher, Markie

PHIL 102A Moral Problems A. Moore TTh 9:30-10:50 5cr

This course is an introduction to the basic issues, disputes, and methods of traditional and contemporary moral philosophy. As we move through different issues in applied ethics we will learn about normative ethical theory - Utilitarianism, Kantianism, Virtue Ethics, etc. Issues that will be covered include: animal rights, helping the poor, euthanasia, abortion, cloning and genetic enhancement, and the environment.

TEXT: *Disputed Moral Issues: A Reader*, Timmons

PHIL 114A Philosophical Issues in Law R. Moore MWF 10:30-11:20 5cr

Analysis and critical assessment of various philosophical issues in law and legal reasoning. Material drawn from actual law cases, as well as writings by contemporary philosophers of law and lawyers. Topics include principles of legal reasoning, constitutional interpretation, criminal responsibility, civil liability, privacy, rights, and the enforcement of morals. Special legal or philosophical training not required.

TEXTS: *Legal Reasoning*, Golding, Martin; *Philosophical Problems in the Law*, Adams, David

PHIL 115A Practical Reasoning Gee Daily 12:30-1:20 5cr

This course is an introduction to logical reasoning emphasizing concepts and methods that are useful for the practical analysis of arguments in every day contexts. We will look at argument structure, meaning, informal fallacies, inductive and scientific reasoning, causation, probabilities, and statistical inference.

TEXT: *A Concise Introduction to Logic*, Hurley

PHIL 120A Introduction to Logic Enden Daily 9:30-10:20 5cr

An introduction to an elementary formal system of deductive symbolic logic designed to facilitate study of certain processes of reasoning in an unambiguous way. The bulk of the course will involve constructing formal proofs within the system, but some time will be devoted to a consideration of the properties of the system itself. The main goal of the course is to increase our abilities to think abstractly and analytically, but along the way we will encounter questions about the applicability of deductive logic to such fields as mathematics, cognitive science, linguistics, natural science, social science, and of course philosophy.

TEXT: *Beginning Logic*, Lemmon

PHIL 120C Introduction to Logic Ricci Daily 2:30-3:20 5cr

This course is an introduction to formal deductive systems and their applications. It will feature formalized deductions in sentential and quantified predicate systems; truth tables of the sentential system and finite models of the quantified system; translations from colloquial

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English to formal syntax. Suitable for nonmajors. Course requires weekly homeworks, quizzes, and a sense of humor.

TEXT: Logic: Techniques of Formal Reasoning, Kalish, Montague, Mar

PHIL 120D Introduction to Logic Kaufman Daily 1:30-2:20 5cr

Validity and semantic entailment, translation between English and the symbolic language LSL, truth-functional concepts, a natural deduction system, translation between English and monadic predicate logic, models, and derivations in predicate logic.

TEXT: *Modern Logic: A Text in Elementary Symbolic Logic*, Forbes

PHIL 160A Why Do We Believe in Quarks... Etc.? HankinsonNelson T Th 11:30-12:50 5cr

As the sub-title of the course suggests ("Why do we believe in quarks, evolution, and other crazy things?"), a central focus of research in philosophy of science concerns */science and evidence/*: What is the nature, and what are the strengths and/or weaknesses, of the evidence that supports scientific hypotheses, theories, methods, and research? Is certainty possible? Is it possible that many or all of the theories currently accepted in the sciences will be replaced in the future by theories thought to be better? What is the evidence for unobservable objects (sub-atomic particles) and unobservable events (e.g., geological or evolutionary or cosmological events that occurred in the past)? How we answer these and related questions shape our understanding of scientific objectivity, scientific methods, what (if anything) distinguishes science from other sets of practices or institutions (e.g., literary theory, classics, politics, religion and so forth), and the way we view science's cognitive authority.

To explore them, this course uses examples from historical and contemporary science, and accounts offered by scientists and philosophers of what science is, in what respects it is successful, the limits of its success, and related topics.

TEXT: *Readings in the Philosophy of Science: From Positivism to Postmodernism*, Schick.

PHIL 199A New Majors Seminar Clatterbaugh MF 12:30-1:20 2cr

This course was created so that incoming students could learn more about the program in philosophy and so that students could make more intelligent decisions as to whether to pursue a degree in philosophy and, if so, how to best pursue that degree. The course will introduce students to individual faculty members, areas of study in philosophy, undergraduate organizations and resources, and special programs. Class participation is required. There will also be short writing assignments.

TEXT: *Cambridge Dictionary of Philosophy*, Audi, ed.

PHIL 200A Topics in Philosophy Clifton T Th 4:30-6:20 5cr

"Problems in Contemporary Aesthetics" This course is designed to introduce newcomers to philosophy to some of the interesting and perplexing problems in contemporary aesthetics. These problems include the investigations into ways of defining art (What qualifies as art?), the relevant connections between art and knowledge (Can we learn things from art? What kinds of things?), imagination (Are some things that we are asked to imagine in art actually impossible to imagine?), emotion (Do we care what happens to fictional characters? What kinds of emotions do we experience as we enjoy art?), and morality (Can we learn moral truths from art? Can we become better moral agents as a result of experiencing art?). We will spend one-third of the class exploring some of the ways aestheticians have tried and are trying to provide definitions for art. We will spend the rest of the term looking into individual problems that are being discussed in contemporary aesthetics, paying special attention to issues associated with literature

TEXTS: *Philosophy of Art*, Carroll; *Emotion and the Arts*, Hjort, Laver; *Art and Its Messages*, Davies

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PHIL 206A Philosophy of Feminism Aanerud MW 9:30-11:20 5cr

This is an introductory class to feminist philosophies and theories. We will focus on a range of feminist perspectives as they intersect with key political and philosophical concepts: identity, knowledge, agency, ethics, justice, among others. The goal of the class is to introduce you to key concepts of feminist philosophies, to understand the ways in which feminists have engaged, critiqued, and developed the work of other philosophers and theorists, and to build your understanding of how the philosophies connect to your own life.

TEXTS:

PHIL 240A Introduction to Ethics Smith MWF 11:30-1:20 5 cr

This course will provide an introduction to ethical theory. We will read classic works and contemporary writings in considering questions such as: Is pleasure the only ultimate good? Are individuals' preferences the only basis for assessing the quality of their lives? Is there any reason to be moral? What makes right acts right? What is the role of character in ethical behavior? The course will consider a number of influential ethical theories, including utilitarianism, Kantianism, and virtue ethics. There will be a mid-term and a final exam, and several short writing assignments.

TEXT: *Ethics: History, Theory, and Contemporary Issues*, Cahn, Markie, eds.

PHIL 243A Environmental Ethics Aufrecht Daily 2:30-3:20 5 cr

The course covers a variety of debates in Europe, North America, and India about our obligations to the environment. We will read authors such as Leopold, Singer, Naess, Elliot, Light, Guha, and Gardiner. We will explore philosophical questions such as what it means to have an environmental ethic; how non-human animals should be considered under such an ethic; whether nature is intrinsically, or only instrumentally, valuable; what wilderness is and whether it should be preserved as such; and what our obligations to act might be given limited resources.

TEXT: *Environmental Ethics: An Anthology*, Light, Rolston III

PHIL 301A Intermediate Topics in Philosophy Almassi MW 7:00-8:50 5 cr

“Race, Gender, Identity, and Knowledge” What are race and gender: natural categories, social constructions, real, imagined, perhaps both? What is identity: a sort of heritage, matter of community participation, innate group membership, something imposed, earned, self-described? How do our racial and gender identities affect if at all what we do or can know as individuals and communities in a contemporary social world?

This course is intended for students interested in thinking philosophically, systematically, and critically about race and gender and interested in participating in group discussions and individual explorations of our collective assumptions about race, gender, identity, and knowledge. Previous coursework in philosophy or race or gender studies is helpful not required. What is required is a willingness to read extensively and critically, write frequently and carefully, give brief classroom presentations, and engage respectfully yet fearlessly with others in writing and discussion.

TEXTS: In addition to articles to be made available via course e-reserve, we will read the following texts (these texts will be made available via library course reserve as well, so please do not allow cost to be a factor in your decision whether or not to take the course:

Race: A Philosophical Introduction, Taylor; *Race and Epistemologies of Ignorance*, Sullivan, Tuana,.; *Epistemic Injustice: Power and the Ethics of Knowing*, Fricker; *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*, Harding

PHIL 322A Modern Philosophy Remow TTh 12:30-2:20 5cr

A detailed survey of 17th and 18th century philosophy, focusing mainly on issues in metaphysics and epistemology. While some mention will be made of other figures, the discussion will focus heavily on the following seven philosophers: Descartes, Spinoza, and Leibniz (the Continental Rationalists); Locke, Berkeley, and Hume (the British Empiricists); and Kant. We will read substantial excerpts from the writings of each of

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these authors, attempting both to understand and to critically assess their main ideas and arguments. Two mid-term exams, a final exam, and some homework/quizzes.

TEXT: *Modern Philosophy: An Anthology of Primary Sources*, Ariew, Watkins

PHIL 332A History of Modern Political Thought Talbott TTh 10:30-12:20 5 cr

What is called "modern" philosophy is not very modern. It begins in the 16th century and extends to the 19th century. We will study some of the most influential political philosophers by following the development of several themes in their work: (1)consent. Before the modern period, government legitimacy was typically thought to depend on divine endorsement or historical precedent, but not on the consent of the governed. The idea that government legitimacy depends on some sort of actual or hypothetical consent is a "modern" idea. (2)individual rights. This new idea of consent-based legitimacy was part of a new conception of individuals as bearers of rights--rights even their rulers were morally bound to respect. In this course, we study those philosophers in the modern period who were most important in the gradual development of a rights-based political theory and those who were most persuasive in opposing it. (3)historical progress. Great political changes occurred in the modern period. Attempts to make sense of these changes led to the development of theories of historical progress. (4)epistemology. Also typical of the modern period is a rationalist epistemology, in which knowledge is taken to be the infallible product of an individual mind that directly discerns the truth. We will see the beginnings a new epistemology for moral and political theory in which knowledge is taken to be the product of a social-historical process.

We will read from the works of Hobbes, Spinoza, Locke, Rousseau, Smith, Kant, Burke, Tocqueville, Hegel, and Marx. There will be a Midterm and a Final Exam. Each exam will have an in-class portion and a take-home portion. In addition, there will be a short written assignment for each class. Prerequisites: At least one course in philosophy. No freshmen

TEXT: *Classics of Modern Political Theory*, Cahn

PHIL 335A Plato's Republic Fischer MWF 9:00-10:20 5cr

This course will examine Plato's Republic in intensive detail, with the challenging aim of finding some unity behind the many subjects investigated (including metaphysics, epistemology, moral psychology, ethics, political philosophy, philosophy of education, aesthetics, and philosophy of religion). We will cover one chapter per week, with frequent written assignments in which you will be required to demonstrate a sophisticated understanding of the text.

TEXT: *Plato's Republic*, trans. Reeve

PHIL 340A History of Ancient Ethics Roberts MWF 2:00-3:20 5cr

This course will trace the development of ancient Greek ethics from the time of the sophists through the post-Aristotelian Stoics, concentrating on issues such as: the nature of virtue, the roles of reason and of the emotions in virtue, and the relation between virtue and happiness. There will be two short papers, a midterm and a final exam. This course is suitable for non-majors, but at least one previous course in philosophy is very highly recommended.

TEXTS: *The Trials of Socrates*, Reeve, ed.; *Plato, Protagoras and Meno*, Brown and Beresford, trans.; *Plato, Gorgias*; Hamilton, Emlyn-Jones, trans.; *Aristotle, Nicomachean Ethics*, Ross, trans.; *Hellenistic Philosophy: Introductory Readings*. Inwood, Gerson, trans.

PHIL 410A Social Philosophy Talbott TTh 1:30-3:20 5 cr

The central focus of the course will be on liberty, especially on the question of whether the preservation of some sort of liberty rights has or ought to have priority over other social values. The course will begin with a review of three different theories of liberty rights: a natural rights account (Judith Jarvis Thomson), a utilitarian account (J.S. Mill), and a social contract account (John Rawls). The course will then consider questions concerning the justification of restrictions, especially paternalist restrictions, on individual liberty. Among the

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issues to be discussed are: limits on freedom of expression; laws prohibiting suicide and assisted suicide; laws prohibiting contracts of indentured servitude (temporary or permanent slavery); and laws prohibiting use of certain drugs. Requirements: In-class assignments; one 5-7 page paper, a midterm exam, and a 10-15 page term paper. Students are required to submit drafts of their papers for peer review, and to make written comments on other students' drafts. **Prerequisites: One previous course in philosophy or the permission of the instructor. The course is suitable for non-majors. [W-Course] Meets I&S Requirement. No freshmen.** **TEXTS:** *On Liberty*, Mill; *Political Liberalism*, Rawls; *The Realm of Rights*, Thomson; and photocopied materials

PHIL 422A Continental Rationalism Rosenthal TTh 9:30-10:50 3 cr

Gottfried Wilhelm Leibniz (1646-1716) was a polymath. He was a diplomat, scientist, theologian, engineer, mathematician, and philosopher. Like his predecessors, Descartes and Spinoza, Leibniz was a rationalist and a system builder. The problem is that he never really wrote a single philosophical treatise that could be considered his defining work. Rather, he wrote a series of shorter pieces that reflect his changing views and sometimes even conflict with one another. In this course we will try to proceed through the labyrinth of Leibniz's writings in a systematic way. We will attempt to reconstruct his system but at the same time recognize that the overall nature and details of the system changed over time. We will begin with the problem of theodicy and the principle of sufficient reason, and then proceed through the main elements of his metaphysics—from monads to bodies to the principle of pre-established harmony to God and then to the idea of the best of all possible worlds—and conclude with a brief discussion of his moral and political philosophy.

The course will be a mix of lecture and discussion. The readings will be mostly primary texts, supplemented by some secondary readings. Students will be asked to answer and turn in weekly reading questions, to write two short papers over the quarter, and to take a final, in-class exam. A term paper will be required for graduate students and optional for undergraduates with instructor permission.

TEXTS: Leibniz' Philosophical Essays, trans. Ariew, Garber; Leibniz' Political Writings, ed. Riley.

PHIL 438A Philosophy of Kant Weller MWF 2:30-3:20 5 cr

This course is a study of the Critique of Pure Reason and The Groundwork for the Metaphysics of Morals. The treatment of the Critique will be more of a survey so that we can undertake a slow study of the Groundwork in concert with the secondary literature.

TEXT: *Kant's Critique of Pure Reason*, Guyer, Wood; *Kant's Groundwork for the Metaphysics of Morals*, Wood; *Kant's Groundwork: Critical Essays*, Guyer

PHIL 440A Ethics Smith MWF 2:00-3:20 5 cr

This course will focus on contemporary discussions of some important issues in philosophical ethics. These issues include questions about the nature and possibility of objective truth in ethics, the relation between "rational" action and "moral" action, the reason-giving and motivating force of moral judgments, and the aims and authority of moral theory. We will read articles and parts of books, mainly by contemporary philosophers, in which these questions are analyzed and systematic arguments are offered for particular answers to them.

TEXT: *Moral Discourse and Practice*, Darwall, Gibbard, and Railton eds.

PHIL 460A Philosophy of Science Woody T Th 11:30-1:20 5cr

This course serves as an introduction to contemporary philosophy of science and will have a survey format; classes will be a mixture of lecture and discussion. Topics will include explanation, confirmation and the nature of evidence, theory development, the structure of experiment, and issues concerning theory interpretation, e.g. realism/anti-realism debates. Where possible, these issues will be illustrated through actual historical episodes. Students will be required to write several short

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papers aimed, first and foremost, at clear, concise explication of the philosophical issues. In effect, students will be introduced to both the "content" and the "methods" of modern philosophy of science.
TEXTS: *The Structure of Scientific Revolutions*, Kuhn; *Reading the Book of Nature*, Kosso

PHIL 464A Phil. Issues in Cognitive Science Lee TTh 1:30-3:20 5 cr

Cognitive science is the interdisciplinary study of cognition by psychologists, computer scientists, linguists, neuroscientists, and philosophers. In this course, we will engage with foundational debates about: whether the process of thinking can be understood as a form of computation, whether thoughts should be understood as symbols that get "computed," and whether thinking should be understood as a linear sequence of computations or as inhering in a network of interconnected units/neurons. We will evaluate these questions in the context of historical and contemporary work on computing, artificial intelligence, and robotics.

TEXT: *Mind Design II: Philosophy, Psychology, AI*, Haugeland, ed.; *Minds, Brains, and Computers: The Foundations of Cognitive Science*, Cummins & Cummins eds.

PHIL 467A Philosophy of Religion Coburn MWF 9:00-10:20 5cr

This course will cover a number of the central issues in the philosophy of religion. More specifically, in the first part of the course, the readings and lecture-discussions will treat some of the most important issues that fall under the following headings: (1) Theistic (or Anthropomorphic) Religion, (2), Apophatic (or Non- Anthropomorphic) Religion, (3) Religion without God, (4) Religion without Belief. In the second part of the course, attention will given, time permitting, to issues that arise in connection with one or more of the following topics: (5) Religion and Scriptures, (6) Religion, Death, and Personal Destiny, (7) Religion and the Meaning of Life, (8) Religion and Science, (9) Religion and Morality, and (10) Religion and the Good Life. There will be a comprehensive final and a midterm. In addition, a journal will be required that is to consist of responses to a selection of the questions listed on the syllabus.

TEXT: *The World's Religions*, Smith; *Systematic Theology*, Vol. I, Tillich

Electronic reserve: readings selected from the writings of A. Plantinga, W. Alston, R. Swinburne, R. Audi, T. Nagel, M. Borg, P. van Inwagen, H. Smith, W. James, and the instructor, among others.

PHIL 472A Axiomatic Set Theory Townsend MWF 2:00-3:20 5 cr

Set theory, together with proof theory, model theory, and recursion theory, constitute "mathematical logic." In this context, "logic" refers to reasoning, while the word "mathematical" has two connotations. On the one hand, the word indicates an interest in the type of reasoning used by mathematicians. To the extent that mathematical logic studies mathematical systems, it is called "meta-mathematics." The word also indicates that this study employs mathematical techniques, a self-referential feature with many well-known manifestations.

The scope of set theory poses a challenge for stand-alone courses. Modern set theory is at least a century and a quarter old, and it contains many sub-branches, each of which is a Ph.D. specialization. Therefore, care must be taken in selecting the material for a single course. As a general matter, this course is organized around four interrelated themes.

Many students have seen set theory used as a way to reduce some of the mathematical concepts of traditional mathematics (algebra, analysis, and topology) to even more primitive notions. We illustrate this aspect of set theory by studying the natural number system in set-theoretic terms.

Other students have seen set theory used to investigate the transfinite. We illustrate this aspect of set theory by extending the natural number system to include infinite ordinals and cardinals.

Fewer students will have studied sets per se. We illustrate this aspect of set theory by considering a few of the issues related to sets containing themselves as members.

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Finally, we consider the relationship between set theory and mathematics. Roughly speaking, one may take three positions on this relationship: set theory is a part of mathematics; set theory is not part of mathematics, but it is a closely related cognate discipline; set theory is not a part of mathematics, but it is more than a cognate—it is the foundation of mathematics.

Given the extensive nature of the field, our treatment of these themes will be somewhat cursory, especially with respect to the last two.

TEXTS: *Naive Set Theory*, Halmos, *Classic Set Theory: For Guided Independent Study*, Goldrei

PHIL 473A Philosophy of Mathematics Dumas T Th 9:00-11:00 5 cr

We will begin by examining the three traditional schools over the foundations of mathematics: logicism, formalism and intuitionism. Then we'll proceed to look at issues in the epistemology of mathematics, contrasting platonist, empiricist and structural conceptions. Finally, we will take up some special topics, including Wittgenstein's remarks on mathematics.

TEXTS: *Philosophy of Mathematics*, Bennacerraf, Putnam; *The Philosophy of Mathematics*, Hart; *Thinking About Mathematics: The Philosophy of Mathematics*, Shapiro; *Transition to Higher Mathematics*, Dumas, McCarthy

PHIL 500A Philosophy Proseminar Woody TBA 5 cr

PHIL 500 will be a continuation of the proseminar from Autumn 2008. The focus for the spring term will be on each student's individual research.. All students will be expected to share their developing work, presented as written drafts and in discussion.. We will be "workshopping" these materials, and everyone will share in the communal responsibility to provide constructive feedback, on an ongoing basis, to all participants.

NO TEXT

PHIL 510A Seminar in Social Philosophy Blake Th 3:30-5:20 5 cr

This course is a graduate-level seminar in international justice. Topics covered include global distributive justice, international toleration, and the global application of liberalism. The course will be organized around topics similar to those of the Program on Values conference on global justice in April of 2009.

NO TEXT:

PHIL 520A Seminar in Ancient Philosophy Keyt Th 3:30-5:20 5 cr

In this course we will study Aristotle's *Nicomachean Ethics* (*EN*) from the perspective of his *Politics*, and try to find answers in the latter treatise to many interpretative questions that arise in the former. Aristotle tells us in the *EN*, for example, that human happiness requires external goods including wealth. But in his view how much wealth is required? We get a clue from the *Politics*. The fact that bravery, the virtue of a warrior, is the first moral virtue discussed in Aristotle's catalog of virtues suggests that perhaps the entire catalog is a catalog of masculine virtues. If so, does Aristotle have anything to say about female virtue? The answer is to be found in the first book of the *Politics*. To what extent are the moral virtues relative to the constitution under which a person lives? Again one must go to the *Politics* for Aristotle's answer. The *EN* will be our primary text in this seminar, but in studying it we will make extensive excursions to the *Politics* to fill out the picture sketched in the *EN*. A graduate student in philosophy might be motivated to take this course because of an interest in Aristotle, an interest in ethics and politics, the need to find a topic for an MA paper, or a desire to flesh out a teaching portfolio—at some institutions the basic course in ancient Greek philosophy consists entirely of Plato's *Republic* and Aristotle's *Nicomachean Ethics*.

TEXTS: *Aristotle's Nichomachean Ethics*, Ross; *Aristotle's Politics*, Reeve

Program on Values

VALUES 495A Ethics in Practice Schellenberg M 3:30-5:20 2 cr

This course is designed as the culmination of the Values in Society minor sequence, and encourages students to synthesize their interdisciplinary training in ethics by putting their developed expertise into practice in the community around them. Students will complete a fieldwork experience that pushes them to grapple with the complications and experience the rewards that come from the difficult challenge of implementing policy or action that is ethically sensitive and practically feasible. It is expected that this fieldwork will take one of two forms:

1. Students may engage in a service learning project, designed to make use of their disciplinary competences and their ethics training to aid in a process of social change.
2. Students may develop an independent project of engagement in the community that emphasizes ethical analysis, aims at social change, and involves significant fieldwork (e.g., interviews with key players, attendance at organization meetings, policy analysis, and development of recommendations).

The independent project requires advisor and/or capstone instructor approval.

In both cases, the student is expected to produce a written report of their activities, including several required progress reports and reflections on the project assigned across the quarter, and to engage in discussion with other students involved in such projects. Class meetings will be bi-weekly to allow time for fieldwork.

To help with preparations for this course, please contact the professor if you are interested in signing up. If the course time slot does not work for you, please let the professor know, as changes are possible.

NO TEXT

VALUES 513A Capstone Workshop Schellenberg W 3:30-5:20 2cr

This is the final and concluding requirement for the Values in Society Graduate Certificate. To enroll, students must have completed their other course requirements, in particular, the two required core courses: VALUES 511: Ethics Matters and VALUES 512: Justice Matters. This workshop is intended to provide an interdisciplinary forum for program students to share, collaborate on, and further develop work from earlier program courses. The workshop will meet regularly during the quarter, and students will take turns presenting some of their work that focuses on values issues, and commenting formally on the work of others. The first meeting of the course will be an organizational meeting at which each student enrolled in the course will describe the paper project they intend to develop in this workshop.

A schedule of presentations will then be drawn up.

Each student will circulate a paper of at least 8 pages and no more than 20 pages to the other students and the instructors two weeks in advance of the scheduled discussion of that paper. Each of the other students will submit a response paper of 3-5 pages to the group one week in advance of the discussion. Finally, each student will revise his or her work in light of the comments and discussion in the workshop sessions.

To help with preparations for this course, please contact the professor if you are interested in signing up. If the course time slot does not work for you, please let the professor know, as changes are possible.

NO TEXT