Philosophy Undergraduate Wiki  
https://coral.uchicago.edu:8443/display/phildr/Philosophy+Undergraduate+Wiki

Email Lists  
All majors and minors in philosophy should immediately subscribe to two Department of Philosophy email lists: philugs@lists.uchicago.edu and philosophy@lists.uchicago.edu. These lists are the department’s primary means of disseminating information on the undergraduate program, deadlines, prizes, fellowships, and events. Information on how to subscribe can be found here: https://coral.uchicago.edu:8443/display/phildr/Philosophy+Email+Lists.

Program of Study  
Philosophy covers a wide range of historical periods and fields. The BA program in philosophy is intended to acquaint students with some of the classic texts of the discipline and with the different areas of inquiry, as well as to train students in rigorous methods of argument. In addition to the standard major, the department offers two tracks. The intensive track option is for qualified students interested in small group discussions of major philosophical problems and texts. The option in philosophy and allied fields is designed for students who wish to pursue an interdisciplinary program involving philosophy and some other field. All three options are described in the next section.

The course offerings described include both 20000-level courses (normally restricted to College students) and 30000-level courses (open to graduate students and advanced College students). There is room for a good deal of flexibility in individual planning of programs. Most of the requirements allow some choice among options. Course prerequisites may be relaxed with the consent of the instructor, and College students may take 40000- and 50000-level courses (normally restricted to graduate students) under special circumstances. Students should work out their program under the guidance of the director of undergraduate studies.

Students in other fields of study may also complete a minor in Philosophy. Information follows the description of the major.

Program Requirements  
All majors will be required to meet with the assistant to the director of undergraduate studies during Winter Quarter of their third year to review their program of study and discuss the possibility of writing the senior essay.

The Standard Major  
The following basic requirements for the standard major in philosophy are intended to constitute a core philosophy curriculum and to provide some structure within an extremely varied collection of course offerings that changes from year to year.
The Department of Philosophy offers a three-quarter sequence in the history of philosophy (PHIL 25000 History of Philosophy I: Ancient Philosophy, PHIL 26000 History of Philosophy II: Medieval and Early Modern Philosophy, and PHIL 27000 History of Philosophy III: Nineteenth Century Philosophy), which begins in the first quarter with ancient Greek philosophy and ends in the third quarter with nineteenth-century philosophy. Students are required to take two courses from this sequence (any two are acceptable) and are encouraged to take all three. Students are also encouraged to take these courses early in their program because they make an appropriate introduction to more advanced courses.

Students may bypass PHIL 20100 Elementary Logic for a more advanced course if they can demonstrate to the instructor that they are qualified to begin at a higher level.

Standard majors are welcome to apply to write senior essays. For more information, please see The Senior Essay (below).

Distribution

At least two courses in one of the following two fields and at least one course in the other field: (A) practical philosophy and (B) theoretical philosophy.

Courses that may be counted toward these requirements are indicated in the course descriptions by boldface letters in parentheses. Other courses may not be used to meet field distribution requirements.

Summary of Requirements: Standard Major

<table>
<thead>
<tr>
<th>Two of the following:</th>
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<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
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<tr>
<td>PHIL 26000</td>
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<tr>
<td>PHIL 20100</td>
<td>Elementary Logic (or approved alternative course in logic)</td>
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<thead>
<tr>
<th>One of the following:</th>
<th>300</th>
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<tbody>
<tr>
<td>One from field A and two from field B</td>
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<tr>
<td>Two from field A and one from field B</td>
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Four additional courses in philosophy |

| Total Units | 1000 |

* These courses must be drawn from departmental offerings. Students should consult with the director of undergraduate studies regarding courses taken at other colleges. Only one of these courses may be satisfied by participation in the BA essay workshop.

**The Intensive Track**

Admission to the intensive track requires an application, which must be submitted by the middle of the Spring Quarter in the student’s second year. The application form is on the department wiki (https://coral.uchicago.edu:8443/display/phildr/Philosophy+Undergraduate+Wiki). The director of undergraduate studies and the
assistant to the director of undergraduate studies will have "interview" meetings following the application deadline. (The departmental website lists the office hours of the director of undergraduate studies and the assistant to the director of undergraduate studies.)

The intensive track is designed to acquaint students with the problems and methods of philosophy in more depth than is possible for students in the standard major. It differs from the standard program mainly by offering the opportunity to meet in the following very small discussion groups: the intensive track seminar in the Autumn Quarter of the third or fourth year (PHIL 29601 Intensive Track Seminar), PHIL 29200 Junior Tutorial, and PHIL 29300 Senior Tutorial.

Note on the pacing and scheduling of the intensive track: Intensive track majors take PHIL 29601 Intensive Track Seminar in Autumn Quarter of their third year. Students fulfill the tutorial requirement by selecting one junior tutorial (PHIL 29200) in any quarter of their third year and one senior tutorial (PHIL 29300) in any quarter of their fourth year. Finally, intensive track students must write a senior essay. The essay process includes participation in the Senior Seminar over the three quarters of their fourth year; students must register for PHIL 29901 Senior Seminar I and PHIL 29902 Senior Seminar II in two of these three quarters.

Summary of Requirements: Intensive Track

Two of the following: 200

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
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<td>PHIL 26000</td>
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<td>Elementary Logic (or approved alternative course in logic)</td>
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</table>

One of the following: 300

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>One from field A and two from field B</td>
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Two from field A and one from field B 100

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHIL 29200</td>
<td>Junior Tutorial</td>
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<tr>
<td>PHIL 29300</td>
<td>Senior Tutorial</td>
</tr>
<tr>
<td>PHIL 29601</td>
<td>Intensive Track Seminar</td>
</tr>
<tr>
<td>PHIL 29901 &amp; PHIL 29902</td>
<td>Senior Seminar I and Senior Seminar II</td>
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Two additional courses in philosophy * 200

Total Units 1300

* These courses must be drawn from departmental offerings. Students should consult with the director of undergraduate studies regarding courses taken at other colleges.

**PHILOSOPHY AND ALLIED FIELDS**

This variant of the major is a specialist option for students with a clear and detailed picture of a coherent interdisciplinary course of study, not available under
the standard forms of major and minor. Examples of recent programs devised by students electing this track are philosophy and mathematics, philosophy and biology, and philosophy and economics. Students in this program must meet the first three of the basic requirements for the standard major (a total of six courses) and take six additional courses that together constitute a coherent program; at least one of these six additional courses must be in the Department of Philosophy. Students must receive approval for the specific courses they choose to be used as the allied fields courses. Admission to philosophy and allied fields requires an application to the director of undergraduate studies, which should be made by the middle of Spring Quarter of their second year. To apply, students must submit a sample program of courses as well as a statement explaining the nature of the interdisciplinary area of study and the purpose of the proposed allied fields program. Applicants must also have the agreement of a member of the Department of Philosophy to serve as their sponsor in the program. Interested students should consult with the assistant to the director of undergraduate studies before applying; for office hours and the application form, visit the departmental wiki (https://coral.uchicago.edu:8443/display/phildr/Philosophy+Undergraduate+Wiki) or website.

Summary of Requirements: Philosophy and Allied Fields

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<tr>
<th>Requirement</th>
<th>Units</th>
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<td>Two of the following:</td>
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<td>PHIL 27000 History of Philosophy III: Nineteenth Century Philosophy</td>
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<tr>
<td>PHIL 20100 Elementary Logic (or approved alternative course in logic)</td>
<td>100</td>
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<tr>
<td>One of the following:</td>
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<tr>
<td>One from field A and two from field B</td>
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<tr>
<td>Two from field A and one from field B</td>
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<tr>
<td>Six additional courses, at least one of which must be in the Department of Philosophy</td>
<td>600</td>
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<tr>
<td>Total Units</td>
<td>1200</td>
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</table>

* Only one of these courses may be satisfied by participation in the BA essay workshop.

The Senior Essay

Students who have been admitted to the intensive track are required to write a senior essay (also called the “BA essay”). Standard majors and philosophy and allied fields majors may also apply to write an essay. The proposal should be formulated in consultation with a faculty adviser who has expertise in the topic area. Potential advisers can be approached directly, but the assistant to the director of undergraduate studies can help pair students with suitable advisers as needed. BA essay applications are due middle of Spring Quarter. Applications are available from the shelves outside the Philosophy Department office (Stuart 202) as well as on
the wiki (https://coral.uchicago.edu:8443/display/phildr/Philosophy+Undergraduate+Wiki).

Students writing a BA essay in philosophy are normally expected to have maintained a GPA of 3.25 in their philosophy courses. A 3.25 is also the minimum GPA for departmental honors in philosophy. Students should submit, along with their application to write a BA essay, a record of their grades in the College. If a student who wishes to write a BA essay in philosophy has a GPA in philosophy courses below 3.25, the student should also submit a petition in writing to the Director of Undergraduate Studies.

In their fourth year, students writing BA essays must participate in the senior seminar. The seminar runs all three quarters, and though attendance during all three is required, participants will only register for two of the three quarters. Students should register for PHIL 29901 Senior Seminar I in Autumn (or Winter) Quarter and for PHIL 29902 Senior Seminar II in Winter (or Spring) Quarter. These two courses are among the requirements for the intensive track. For essay writers who are in the standard track or the allied fields track, both courses must be taken; however, only one will be counted toward the track’s total-units requirement.

**GRADING**

All courses for all tracks must be taken for a quality grade.

**HONORS**

The main requirement for honors is a senior essay of distinction. A GPA in the major of 3.25 or higher typically also is required.

**TRANSFER STUDENTS**

Requirements for students transferring to the University of Chicago are the same as for other students. Up to (but typically no more than) three courses from another institution may be counted toward major requirements. All such courses must be approved by the director of undergraduate studies.

**ADVISING**

Students should contact the director of undergraduate studies with questions concerning program plans, honors, and so forth.

**MINOR PROGRAM IN PHILOSOPHY**

The minor program in philosophy provides a basic introduction to some central figures and themes in both the history of philosophy and in current philosophical controversies. The minor requires six courses: students must take: either two courses from the history of philosophy sequence and one course from field A or field B, along with three additional courses in philosophy; or one course from the history of philosophy sequence and one course from each of fields A and B, along with three additional courses in philosophy.

No courses in the minor can be double counted with the student’s major(s) or with other minors; nor can they be counted toward general education requirements. They must be taken for quality grades.
Students who elect the minor program should meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the program. The approval of the director of undergraduate studies for the minor should be submitted to the student’s College adviser, on a form obtained from the College adviser, no later than the end of the student’s third year.

Samples follow of two groups of courses that would comprise a minor:

SAMPLE 1

<table>
<thead>
<tr>
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One from either field A or field B 100
Three additional courses in philosophy 300

Total Units 600

SAMPLE 2

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<td>PHIL 27000 History of Philosophy III: Nineteenth Century Philosophy</td>
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One from field A 100
One from field B 100
Three additional courses in philosophy 300

Total Units 600

**Philosophy Courses**

**PHIL. The Linguistic Turn in 20th Century Analytic Philosophy Pt II. 100 Units.**

Wilfrid Sellars and Ludwig Wittgenstein. This course will focus on two authors, Sellars and Wittgenstein, in relation to the four authors discussed in the first part of this course (taught in Winter by Michael Kremer): Schlick, Carnap, Ryle and Austin. (III)

Instructor(s): J. Conant Terms Offered: Spring
PHIL 20100. Elementary Logic. 100 Units.
An introduction to the concepts and principles of symbolic logic. We learn the syntax and semantics of truth-functional and first-order quantificational logic, and apply the resultant conceptual framework to the analysis of valid and invalid arguments, the structure of formal languages, and logical relations among sentences of ordinary discourse. Occasionally we will venture into topics in philosophy of language and philosophical logic, but our primary focus is on acquiring a facility with symbolic logic as such.
Instructor(s): K. Davey Terms Offered: Autumn
Note(s): Course not for field credit.
Equivalent Course(s): CHSS 33500, HIPS 20700, PHIL 30000

PHIL 20105. Naturalism. 100 Units.
Naturalism is a view that many philosophers say they accept. The view seems to have a bearing on virtually every area of philosophy, including metaphysics, epistemology, philosophy of mind, philosophy of mathematics, and ethics. What is the view? What is to be said for, or against, it?
Instructor(s): B. Callard Terms Offered: Autumn
Equivalent Course(s): PHIL 30100

PHIL 20120. Wittgenstein's "Philosophical Investigations" 100 Units.
A close reading of *Philosophical Investigations*. Topics include: meaning, justification, rule following, inference, sensation, intentionality, and the nature of philosophy. Supplementary readings will be drawn from *Remarks on the Foundations of Mathematics* and other later writings. (B) (III)
Instructor(s): J. Bridges Terms Offered: Autumn
Prerequisite(s): At least one previous courses in the Philosophy Department required; Philosophical Perspectives does not qualify.
Equivalent Course(s): PHIL 30120, FNDL 20120

PHIL 20208. Film Aesthetics. 100 Units.
This course will examine two main questions: what bearing or importance does narrative film have on philosophy? Could film be said to be a form of philosophical thought? a form moral reflection? of social critique? Second, what sort of aesthetic object is a film? This question opens on to several others: what is the goal of an interpretation of a film? Is there a distinct form of cinematic intelligibility? What difference does it make to such questions that Hollywood films are commercial products, made for mass consumer societies? What role does the “star” system play in our experience of a film? We will raise these questions by attempting close readings of the films of Alfred Hitchcock. Films to be discussed: Shadow of a Doubt; Notorious; Strangers on a Train; Rear Window; Vertigo; North by Northwest; Psycho; Marnie. Selected critical readings will also be discussed. (I)
Instructor(s): J. Conant, R. Pippin Terms Offered: Spring
Equivalent Course(s): CMST 27205, CMST 37205, PHIL 30208, SCTH 38112
PHIL 20210. Kant’s Ethics. 100 Units.
In this course we will read, write, and think about Kant’s ethics. After giving careful
attention to the arguments in the Second Critique, portions of the Third Critique,
the Groundwork of the Metaphysics of Morals, the Metaphysics of Morals, and several
other primary texts, we will conclude by working through some contemporary neo-
Kantian moral philosophy, paying close attention to work by Christine Korsgaard,
David Velleman, Stephen Engstrom, and others. (I) (V) (A)
Instructor(s): C. Vogler Terms Offered: Winter
Equivalent Course(s): PHIL 30210

PHIL 20214. Final Ends. 100 Units.
No description available.
Instructor(s): C. Vogler, A. Mueller Terms Offered: Spring
Equivalent Course(s): PHIL 30214

PHIL 20506. Philosophy of History: Narrative and Explanation. 100 Units.
This lecture-discussion course will trace different theories of explanation in
history from the nineteenth century to the present. We will examine the ideas of
Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The
considerations will encompass such topics as the nature of the past such that one
can explain its features, the role of laws in historical explanation, the use of Versteht
history as a science, the character of narrative explanation, the structure of historical
versus other kinds of explanation, and the function of the footnote. (II) (V)
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIST 35110,HIPS 25110,CHSS 35110,PHIL 30506,HIST 25110

PHIL 21000. Introduction to Ethics. 100 Units.
In this course, we will read, write, think, and talk about moral philosophy, focusing
on two classic texts, Immanuel Kant’s Groundwork of the Metaphysics of Morals and
John Stuart Mill’s Utilitarianism. We will work through both texts carefully, and
have a look at influential criticisms of utilitarianism and of Kant’s ethics in the
concluding weeks of the term. This course is intended as an introductory course in
moral philosophy. Some prior work in philosophy is helpful, but not required. (A)
Instructor(s): B. Callard Terms Offered: Autumn
Equivalent Course(s): FNDL 23107,HIPS 21000
PHIL 21102. Opera as Idea and as Performance. 100 Units.
The academic study of opera all too often considers the score and libretto in a void, ignoring performance. But opera is a multi-dimensional art-form in which performance (staging, scene design, costume, musical direction, and, of course, the artistic interpretations of singers) makes an enormous contribution to the realization of the work. This course will study opera as drama in performance, asking how performance both realizes and renders determinate a musical and textual blueprint. Visitors to the class will include expert contributors in each of the major areas of operatic performance. The tentative list of operas to be studied includes: Monteverdi’s L’Incoronazione di Poppaea, Mozart’s Don Giovanni, Beethoven’s Fidelio, Verdi’s Don Carlo and Otello, Wagner’s Lohengrin, and Strauss’s Elektra. 
Instructor(s): M. Nussbaum Terms Offered: Spring
Note(s): Remark: students do not need to be able to read music, but antecedent familiarity with opera would be extremely helpful.
Equivalent Course(s): PHIL 31102, LAWS 96304, MUSI 24416, MUSI 30716

PHIL 21219. Introduction to Philosophy of Art: What is Art? 100 Units.
This course explores the question ‘What is art?’ when applied to visual works of art. Another way of forming the question is: ‘What differentiates a work of art from something which is not a work of art?’ The course follows several attempts to answer this question including the representational, expressive, formal, emotive, conventional and historic theories. In the second part of the course, we will address the question: ‘How do we best understand a work of art?’. We will see how these questions are related. Each topic in this course will focus on a single work of art so that the philosophical reading will be understood and evaluated in light of a guided analysis of the work in question.
Instructor(s): A. Lazar Terms Offered: Autumn
Prerequisite(s): PQ: Background in Philosophy, Art History or the Arts. If unsure, please contact instructor.

PHIL 21301. Moral Theory. 100 Units.
Why be moral? Is there any principled distinction between matters of fact and matters of value? What is the character of obligation? What is a virtue? In this course we will read, think, and write about twentieth-century Anglo–North American philosophical attempts to give a systematic account of morality. (I) (A)
Instructor(s): C. Vogler Terms Offered: Spring
Equivalent Course(s): PHIL 31213

PHIL 21400. Happiness. 100 Units.
From Plato to the present, notions of happiness have been at the core of heated debate in ethics and politics. Is happiness the ultimate good for human beings, the essence of the good life, or is morality somehow prior to it? Can it be achieved by all, or only by a fortunate few? These are some of the questions that this course engages, with the help of both classic and contemporary texts from philosophy, literature, and the social sciences. This course includes various video presentations and other materials stressing visual culture. (A)
Instructor(s): B. Schultz Terms Offered: Winter
Equivalent Course(s): HUMA 24900, GNSE 25200, PLSC 22700
PHIL 21410. Philosophy of Action. 100 Units.
What is action? What is it to act? In this introduction to the philosophy of action, we will read classic 20th Century treatments of the subject by Gilbert Ryle, Elizabeth Anscombe and Donald Davidson, as well as more recent work by Jennifer Hornsby, Michael Thompson and others. (I) (A)
Instructor(s): A. Ford Terms Offered: Winter
Equivalent Course(s): PHIL 31410

PHIL 21420. The Problem of Free Will. 100 Units.
The problem of free will stands at the crossroads of many of the central issues in philosophy, including the theory of reasons, causation, moral responsibility, the mind-body problem, and modality. In this course we will draw on ancient, early modern, and current work to try to understand, and gather the materials of a solution to, the problem.
Instructor(s): B. Callard Terms Offered: Spring
Equivalent Course(s): PHIL 31420

PHIL 21505. Wonder, Magic, and Skepticism. 100 Units.
In the course of discussing how it is that a philosophical problem arises in the first place, Wittgenstein says, “The decisive movement in the conjuring trick has been made, and it was the very one that we thought quite innocent.” This isn't the only place where Wittgenstein speaks as if being gripped by philosophical problems is a matter of succumbing to illusions—as if philosophers are magicians who are taken in by their own tricks. In this course, we’ll discuss philosophy and magical performance, with the aim of coming to a deeper understanding of what both are about. We’ll be particularly concerned with Wittgenstein’s picture of what philosophy is and does. Another focus of the course will be the passion of wonder. In the Theatetus, Plato has Socrates say, “The sense of wonder is the mark of the philosopher. Philosophy indeed has no other origin.” And when magicians write about their aesthetic aims, they almost always describe themselves as trying to instill wonder in others. Does magic end where philosophy begins? And what becomes of wonder after philosophy is done with it? (B)
Instructor(s): D. Finkelstein Terms Offered: Spring
PHIL 21580. Libertarianism. 100 Units.
Is capitalism justified on the grounds of natural liberty? Is the legitimate exercise of political power limited by our pre-political rights, especially our property rights? Indeed, is the sole function of a just government to safeguard such rights? We will work towards answers to these questions by evaluating the tradition in political philosophy that has tended to answer them in the affirmative—Libertarianism. We will begin with John Locke, the father of this tradition, devoting several weeks to a close reading of his Second Treatise of Government. We will attend to both his method and his substantive political conclusions. We will consider his distinctive use of a social contract thought experiment involving a moralized conception of practical reason, as well as his defense of private property and limited government. We will then consider the works of contemporary Libertarians such as Robert Nozick and Michael Otsuka who take inspiration from Locke’s method but diverge sharply from one another in their political conclusions. Finally, we will consider contemporary critics of the entire tradition, such as G. A. Cohen, and consider the merits of alternative approaches within the social contract tradition. (A) (I)
Instructor(s): B. Laurence Terms Offered: Winter
Note(s): Some background in philosophy and prior familiarity with the social contract tradition will be helpful.

PHIL 21600. Introduction to Political Philosophy. 100 Units.
In this class we will investigate what it is for a society to be just. In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? In the second portion of the class we will consider one pressing injustice in our society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)
Instructor(s): B. Laurence Terms Offered: Winter
Equivalent Course(s): GNSE 21601, LLSO 22612, PLSC 22600

PHIL 21620. The Problem of Evil. 100 Units.
“Epicurus’s old questions are yet unanswered. Is he [God] willing to prevent evil, but not able? then is he impotent. Is he able, but not willing? then is he malevolent. Is he both able and willing? whence then is evil?” This course will consider the challenge posed by the existence of evil to the rationality of traditional theistic belief. Drawing on both classic and contemporary readings, we will discuss atheistic arguments from evil in both “logical” and “evidential” forms. We will analyze attempts by theistic philosophers to construct “theodicies” and “defenses” in response to these arguments, including the “free-will defense” and “soul-making theodicies.” We will also consider critiques of such theodicies as philosophically confused, morally depraved, or both; and we will discuss the problems of divinely commanded or enacted evil and of divine hiddenness.
Instructor(s): M. Kremer Terms Offered: Spring
Equivalent Course(s): RLST 23620
PHIL 21700. Human Rights I: Philosophical Foundations of Human Rights. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Equivalent Course(s): HMRT 30100, PHIL 31600, HIST 29301, HIST 39301, INRE 31600, LAWS 41200, MAPH 40000, LLSO 25100, HMRT 20100

PHIL 22100. Space and Time. 100 Units.
This course is an introduction to some traditional philosophical problems about space and time. The course will begin with a discussion of Zeno’s paradoxes. We will then look at the debate between Newton and Leibniz concerning the ontological status of space and time, and will examine reactions to this debate by thinkers such as Mach and Poincare. Finally, we will discuss the question of what sense is to be made of the claim that space is curved, looking at the writings of Poincare, Eddington, Einstein, Grunbaum, and others. Students will be introduced to the basics of the special and general theories of relativity, at a qualitative level. (II) (B)
Instructor(s): K. Davey Terms Offered: Autumn
Equivalent Course(s): PHIL 32100

PHIL 22960. Introduction to Bayesian Epistemology. 100 Units.
(B)
Instructor(s): A. Vasudevan Terms Offered: Spring

PHIL 23000. Introduction to Metaphysics and Epistemology. 100 Units.
In this course we will explore some of the central questions in epistemology and metaphysics. In epistemology, these questions will include: What is knowledge? What facts or states justify a belief? How can the threat of skepticism be adequately answered? How do we know what we (seem to) know about mathematics and morality? In metaphysics, these questions will include: What is time? What is the best account of personal identity across time? Do we have free will? We will also discuss how the construction of a theory of knowledge ought to relate to the construction of a metaphysical theory—roughly speaking, what comes first, epistemology or metaphysics? (B)
Instructor(s): B. Callard Terms Offered: Spring
PHIL 23205. Introduction to Phenomenology. 100 Units.
The aim of this course is to introduce students to one of the most important and influential traditions in European philosophy of the 20th century: Phenomenology. The main task of this course will be to present Phenomenology’s main concepts and the meaning of Phenomenology’s transformations from Husserl to Heidegger, Sartre, Levinas, and Henry. The fundamental credo of Phenomenology consists in the emphasis laid upon phenomena given to consciousness. This emphasis coincides with the “return to things in themselves” as formulated by Husserl. What can this kind of return actually mean? And what does this claim suggest about philosophical practices prior to Phenomenology, idealism, or empiricism? In what way, for Husserl, was classical philosophy not able to give access to things such as they are truly given? And what is the meaning of the idea of “givenness”? Does Phenomenology fall into the so-called “myth of the Given”? No future phenomenologists after Husserl will question the fundamental idea of returning to things in themselves thanks to the phenomenological importance given to phenomena, but they will question the privilege of intentional consciousness postulated by Husserl: Heidegger will expand Phenomenology to the ancient question of “Being” (thanks to the existential clarification of the Husserlian concept of Intentionality), and Levinas will question Husserl’s and Heidegger’s approaches of Phenomenology—intentional and existential—as falling into the Western problem of Ontology and Totality against Otherness and Ethics. As we will see, even if Phenomenology coincides with the philosophical description of our “Openness to Exteriority,” this openness—Intentional, Existential, or Ethical—entails necessarily not the abandonment of, but a radical redefinition of the concept of "Subjective Immanence."
Instructor(s): R. Moati Terms Offered: Spring

PHIL 23415. The Being of Human Beings: Heidegger’s "Letter of Humanism" 100 Units.
We shall read “Letter on Humanism” and will discuss Heidegger’s understanding of the being of human beings by contrast to Sartre’s “Existentialism as Humanism” and some recent works by Michael Thompson and Matt Boyle on the nature of human beings.
Instructor(s): I. Kimhi Terms Offered: Spring
Equivalent Course(s): PHIL 33415,SCTH 30102

PHIL 23600. Medieval Philosophy. 100 Units.
This course involves a study of the development of philosophy in the West in the first thirteen centuries of the common era with focus on Neoplatonism. Early Christian philosophical, Islamic Kalam, Jewish philosophy, and Christian philosophical theology. Readings include works of Plotinus, Augustine, Al-Farabi, Avicenna, Maimonides, Averroes, and Thomas Aquinas. (IV)
Instructor(s): J. Stern Terms Offered: Winter
Prerequisite(s): PHIL 25000
Equivalent Course(s): JWSC 24600,JWSC 34600,RLST 25900,PHIL 33600
PHIL 24010. Meaning and Reference. 100 Units.
In this course we address one of the central and most fascinating philosophical questions about linguistic meaning: What is the relationship between meaning and reference? We will study a range of classical and contemporary theories about the semantics of referring expressions such as proper names, definite descriptions, and indexicals. Readings will include Frege, Russell, Strawson, Kripke, Donnellan, and Kaplan, among others. Throughout, we will try to reach a better understanding of how questions about meaning and reference connect with a range of topics that are central to philosophical theorizing, including the connection between propositional attitudes and the explanation of action, the role of the principle of compositionality in formal semantics, the question of whether there is a level of mental experience that is epistemically transparent, the relation between thought and language, the nature of fictional and non-existent objects, and the interaction between semantics and pragmatics. (B)
Instructor(s): M. Willer Terms Offered: Winter
Note(s): Elementary Logic or equivalent recommended, but not required. Prior courses in philosophy are beneficial.
Equivalent Course(s): PHIL 34010

PHIL 24015. Modality. 100 Units.
Modal information—information conveyed by sentences such as "Mary might be at home" or "Charles ought to give to the poor"—plays an outstanding role in everyday discourse and reasoning. The goal of this course is to explain and evaluate contemporary semantic theories of modality by discussing a wide range of linguistic phenomena from the perspective of these theories. After introducing possible worlds semantics for modality developed in modal logic, we will consider current theories of modal semantics within linguistics as well as the most important empirical areas of research. Throughout, we will keep an eye on the relation between modality and other topics that are prominent in linguistics and philosophy, including tense, conditionals, and discourse meaning. (B)
Instructor(s): M. Willer Terms Offered: Spring
Equivalent Course(s): PHIL 34015, LING 24015, LING 34015

PHIL 24713. Friedrich Nietzsche's Twilight of the Idols. 100 Units.
In this seminar I shall present a new interpretation of the last book Nietzsche published himself. In "Ecce homo" he says about "Twilight of the Idols": “there is nothing that is of more substance, that is more independent, more subversive, more evil.” The book is avowedly in the service of the “revaluation of all values.” On the other hand Nietzsche calls the book his “relaxation” from the “enormous task of the revaluation.” “Twilight of the Idols,” or "How to Philosophize with a Hammer" presents all the great themes of Nietzsche's late philosophy and prepares the culminating dyad of this oeuvre, "Ecce homo” and "The Anti-Christ".
Instructor(s): H. Meier Terms Offered: Spring
Equivalent Course(s): FNDL 27318, GRMN 27316, GRMN 37316, PHIL 34713, PLSC 37318, SCTH 37318
PHIL 24800. Foucault and The History of Sexuality. 100 Units.
This course centers on a close reading of the first volume of Michel Foucault's *The History of Sexuality*, with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.
Instructor(s): A. Davidson Terms Offered: Autumn
Note(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): CMLT 25001,FNDL 22001,GNSE 23100,HIPS 24300

PHIL 25000. History of Philosophy I: Ancient Philosophy. 100 Units.
An examination of ancient Greek philosophical texts that are foundational for Western philosophy, especially the work of Plato and Aristotle. Topics will include: the nature and possibility of knowledge and its role in human life; the nature of the soul; virtue; happiness and the human good.
Instructor(s): G. Lear Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in humanities.
Equivalent Course(s): CLCV 22700

PHIL 25209. Emotion, Reason, and Law. 100 Units.
Emotions figure in many areas of the law, and many legal doctrines (from reasonable provocation in homicide to mercy in criminal sentencing) invite us to think about emotions and their relationship to reason. In addition, some prominent theories of the limits of law make reference to emotions: thus Lord Devlin and, more recently, Leon Kass have argued that the disgust of the average member of society is a sufficient reason for rendering a practice illegal, even though it does no harm to others. Emotions, however, are all too rarely studied closely, with the result that both theory and doctrine are often confused. The first part of this course will study major theories of emotion, asking about the relationship between emotion and cognition, focusing on philosophical accounts, but also learning from anthropology and psychology. We will ask how far emotions embody cognitions, and of what type, and then we will ask whether there is reason to consider some or all emotions “irrational” in a normative sense. We then turn to the criminal law, asking how specific emotions figure in doctrine and theory: anger, fear, compassion, disgust, guilt, and shame. Legal areas considered will include self-defense, reasonable provocation, mercy, victim impact statements, sodomy laws, sexual harassment, shame-based punishments. Next, we turn to ...(see Department of Philosophy website for full course description) (A)
Instructor(s): M. Nussbaum Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll only with the permission of the instructor
Note(s): Undergraduates may enroll only with the permission of the instructor.
Equivalent Course(s): LAWS 99301,PLSC 49301,RETH 32900,GNSE 28210,GNSE 38300
PHIL 26000. History of Philosophy II: Medieval and Early Modern Philosophy. 100 Units.
A survey of the thought of some of the most important figures of this period, including Anselm, Aquinas, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume.
Instructor(s): B. Callard Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended
Equivalent Course(s): HIPS 26000

PHIL 27209. Soren Kierkegaard/Johannes Climacus: Concluding Unscientific Postscript. 100 Units.
This seminar will be a close reading of Kierkegaard's text, written under the pseudonym of "Johannes Climacus". Among the topics to be discussed are: the nature and task of subjectivity, what it is for subjectivity to be truth, irony and humor, what it is for a communication to be successful, ethical versus religious outlooks, the peculiar requirements of being a Christian. (V)
Instructor(s): J. Lear Terms Offered: Winter
Prerequisite(s): For Philosophy and Fundamentals majors
Equivalent Course(s): FNDL 22616

PHIL 29003. Moral Sainthood. 100 Units.
Few of us think of ourselves as doing as much as we should to help others, and this is often a powerful source of guilt and regret. At the same time, those who do as much as they should to help others (call them altruists, or "moral saints") can sometimes seem almost inhuman and even misguided. Is the moral life a good life? Or is morality less demanding than is often thought? How should we balance our self interest, let alone other goods (the survival of the planet, the interests of animals, etc.), against the interests of others? This course will take a close look at these fundamental questions of moral philosophy, using real-world examples of 'moral saints', and a wealth of new and old literature on the demands of consequentialist ethics, as a focus of analysis. The course is designed to be of interest to undergraduate and graduate students in any discipline, but most of the readings will be philosophical in nature, and of special interest to advanced students in philosophy. Students of human rights are also encouraged to register, given their (admirable) interest in helping others.
Terms Offered: Spring
Equivalent Course(s): HMRT 39003, PHIL 39003, HMRT 29003

PHIL 29200. Junior Tutorial. 100 Units.
No description available.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open only to intensive-track majors
Note(s): Junior and senior sections meet together. No more than two tutorials may be used to meet program requirements.
PHIL 29300. Senior Tutorial. 100 Units.
No description available.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open only to intensive-track majors
Note(s): Junior and senior sections meet together. No more than two tutorials may be used to meet program requirements.

PHIL 29400. Intermediate Logic. 100 Units.
In this course, we will prove the soundness and completeness of standard deductive systems for both sentential and first-order logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem, and Lindström’s theorem. (B) (II)
Instructor(s): A. Vasudevan Terms Offered: Winter
Equivalent Course(s): CHSS 33600, HIPS 20500, PHIL 39600

PHIL 29601. Intensive Track Seminar. 100 Units.
No description available.
Instructor(s): J. Stern Terms Offered: Autumn
Prerequisite(s): Open only to third-year students who have been admitted to the intensive track program.

PHIL 29700. Reading Course: Philosophy. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn

PHIL 29901. Senior Seminar I. 100 Units.
Students writing senior essays register once for PHIL 29901, in either the Autumn or Winter Quarter, and once for PHIL 29902, in either the Winter or Spring Quarter. (Students may not register for both PHIL 29901 and 29902 in the same quarter.) The senior seminar meets all three quarters, and students writing essays are required to attend throughout.
Instructor(s): K. Davey, Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): PQ: Consent of director of undergraduate studies. Notes: Required of fourth-year students who are writing a senior essay.

PHIL 29902. Senior Seminar II. 100 Units.
Students writing senior essays register once for PHIL 29901, in either the Autumn or Winter Quarter, and once for PHIL 29902, in either the Winter or Spring Quarter. (Students may not register for both PHIL 29901 and 29902 in the same quarter.) The senior seminar meets all three quarters, and students writing essays are required to attend throughout.
Instructor(s): K. Davey, Staff Terms Offered: Spring, Winter
Prerequisite(s): PQ: Consent of director of undergraduate studies. Note(s): Required of fourth-year students who are writing a senior essay.