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

Two of the following: 200

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PHIL 25000</td>
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<td>History of Philosophy III: Nineteenth Century Philosophy</td>
</tr>
<tr>
<td>PHIL 20100</td>
<td>Elementary Logic (or approved alternative course in logic)</td>
</tr>
</tbody>
</table>

One of the following: 300

- One from field A and two from field B
- Two from field A and one from field B
- Four additional courses in philosophy *

Total Units 1000

* The asterisk (*) indicates that the fourth course must be in a different field than the previous four courses.
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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<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
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<td>History of Philosophy III: Nineteenth Century Philosophy</td>
</tr>
<tr>
<td>PHIL 20100</td>
<td>Elementary Logic (or approved alternative course in logic)</td>
</tr>
</tbody>
</table>

One of the following: 300

One from field A and two from field B

Two from field A and one from field B

PHIL 29200    Junior Tutorial  100
PHIL 29300    Senior Tutorial  100
PHIL 29601    Intensive Track Seminar  100
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

<table>
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<tr>
<th>Two of the following:</th>
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<tbody>
<tr>
<td>PHIL 25000</td>
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<td>Elementary Logic (or approved alternative course in logic)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>300</th>
</tr>
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<tbody>
<tr>
<td>One from field A and two from field B</td>
<td></td>
</tr>
<tr>
<td>Two from field A and one from field B</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Six additional courses, at least one of which must be in the Department of Philosophy</th>
<th>600</th>
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</table>

| Total Units | 1200 |
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>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
<td>200</td>
</tr>
<tr>
<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Nineteenth Century Philosophy</td>
<td></td>
</tr>
<tr>
<td>One from either field A or field B</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Three additional courses in philosophy</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

SAMPLE 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
<td>100</td>
</tr>
<tr>
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<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
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</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Nineteenth Century Philosophy</td>
<td></td>
</tr>
<tr>
<td>One from field A</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>One from field B</td>
<td>100</td>
<td></td>
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</tbody>
</table>
Three additional courses in philosophy 300

Total Units 600

Philosophy Courses

**PHIL 20100. Elementary Logic. 100 Units.**
An introduction to the techniques of modern logic. These include the representation of arguments in symbolic notation, and the systematic manipulation of these representations in order to show the validity of arguments. Regular homework assignments, in class test, and final examination.
Instructor(s): M. Kremer Terms Offered: Autumn
Prerequisite(s): No prerequisites. Course not for field credit.
Note(s): Undergrads enroll in sections 01 through 08. Graduates enroll in section 09.
Equivalent Course(s): CHSS 33500, HIPS 20700, PHIL 30000

**PHIL 20212. Ethics with Anscombe. 100 Units.**
Elizabeth Anscombe has deeply influenced moral philosophy ever since the publication of her book *Intention* and the article “Modern Moral Philosophy.” The rise of contemporary Virtue Ethics is only one indication of this influence, and the important themes addressed in those writings are only some among a great many topics raised and absorbingly discussed in Anscombe’s work on ethics and matters moral. This course is intended to track and discuss the most central issues she brings to our attention in her uniquely original and searching way. It is to cover both questions in the area of “meta-ethics” and the discussion of basic moral standards, including such topics as: teleological and psychological foundations; kinds and sources of practical necessity; the importance of truth; practical reasoning; morally relevant action descriptions; intention and consequence; “linguistically created” institutions; knowledge and certainty in moral matters; upbringing versus conscience; sex and marriage; war and murder; man’s spiritual nature.
Instructor(s): A. Mueller; C. Vogler Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 30212

**PHIL 20616. Merleau-Ponty and the scientific view of the human. 100 Units.**
A major theme in modern philosophy is to try and understand the relationship between our view of ourselves as thinking, feeling creatures experiencing the world with our more scientific view of ourselves as mere biological creatures responding to environmental stimuli in accordance with the laws of physiology, physics and chemistry. Are these two views of human life at odds with each other? If not, why not? We will explore the views of the 20th century French philosopher Maurice Merleau-Ponty on these and related questions, focusing on his seminal work, ‘The Structure of Behavior.’
Instructor(s): K. Davey Terms Offered: Spring
Prerequisite(s): Admission to Spring Paris Humanities Program.
Note(s): Open to students who have been admitted to the Paris Humanities Program. This course will be taught at the Paris Humanities Program.
PHIL 20710. Roman Philosophers on the Fear of Death. 100 Units.
All human beings fear death, and it seems plausible to think that a lot of our actions are motivated by it. But is it reasonable to fear death? And does this fear do good (motivating creative projects) or harm (motivating greedy accumulation, war, and too much deference to religious leaders)? Hellenistic philosophers, both Greek and Roman, were preoccupied with these questions and debated them with a depth and intensity that make them still highly influential in modern philosophical debate about the same issues (the only issue on which one will be likely find discussion of Lucretius in the pages of The Journal of Philosophy).
The course will focus on several major Latin writings on the topic: Lucretius De Rerum Natura Book III and extracts from Cicero and Seneca. We will study the philosophical arguments in their literary setting and ask about connections between argument and its rhetorical expression. In translation we will read pertinent material from Plato, Epicurus, Plutarch, and a few modern authors such as Thomas Nagel, John Fischer, and Bernard Williams.
Instructor(s): M. Nussbaum Terms Offered: Winter
Prerequisite(s): Ability to read the material in Latin at a sufficiently high level, usually about two years at the college level.
Equivalent Course(s): CLCV 24716, CLAS 34716, LAWS 96305, RETH 30710, PHIL 30710, PLSC 22210, PLSC 32210

PHIL 20721. Dynamic Semantics. 100 Units.
An introduction to the foundations and applications of dynamic approaches to natural language semantics. We will study the formal details and empirical motivations of various major dynamic semantic frameworks such as File Change Semantics, Discourse Representation Theory, Dynamic Predicate Logic, and Update Semantics, and see how they address a number of puzzling natural language phenomena such as donkey anaphora and presupposition projection. In parallel to the formal component, the empirical and theoretical advantages and drawbacks of dynamic semantics will come under scrutiny, and we will also pay close attention to the philosophical repercussions of a dynamic approach to discourse and reasoning. (B) (II)
Instructor(s): M. Willer Terms Offered: Autumn
Prerequisite(s): Knowledge of first-order logic with identity strongly recommended. Students will benefit most if they have taken classes in semantics or philosophy of language before.
Equivalent Course(s): LING 20721, LING 30721, PHIL 30721

PHIL 20724. Counterfactuals. 100 Units.
An introduction to philosophy language via a discussion of the meaning of counterfactuals.
Instructor(s): M. Willer Terms Offered: Autumn
PHIL 20925. The Humanities as a Way of Knowing. 100 Units.
Despite intertwined histories and many shared practices, the contemporary humanities and sciences stand in relationships of contrast and opposition to one another. The perceived fissure between the “Two Cultures” has been deepened by the fact that the bulk of all history and philosophy of science has been devoted to the natural sciences. This seminar addresses the history and epistemology of what in the nineteenth century came to be called the “sciences” and the “humanities” since the Renaissance from an integrated perspective. The historical sources will focus on shared practices in, among others, philology, natural history, astronomy, and history. The philosophical source will develop an epistemology of the humanities: how humanists know what they know.
Instructor(s): L. Daston Terms Offered: Spring
Note(s): Consent of instructor.
Equivalent Course(s): PHIL 30925,SCTH 30925

PHIL 21000. Introduction to Ethics. 100 Units.
In this course, we will read, write, and think about central issues in moral philosophy. This survey course is designed to give a rapid introduction to philosophical ethics (largely in the Anglo–North American tradition (although not entirely as a product of Anglo–North American philosophers). We will begin with work by Immanuel Kant and Henry Sidgwick and conclude with important twentieth-century work in metaethics and normative ethics (one thing that we will consider is the distinctions between metaethics, normative ethics, and the various fields united under the rubric ‘applied ethics’). This course is intended as an introductory course in moral philosophy. Some prior work in philosophy is helpful, but not required. (A)
Instructor(s): C. Vogler Terms Offered: Winter
Note(s): Students should register via discussion section.
Equivalent Course(s): FNDL 23107,HIPS 21000

PHIL 21102. Opera as Idea and as Performance. 100 Units.
Is opera an archaic and exotic pageant for fanciers of overweight canaries, or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, including a director, conductor, designer and singer, to enable us to explore different perspectives. The tentative list of operas to be discussed include Monteverdi’s The Coronation of Poppea, Mozart’s Don Giovanni, Rossini’s La Cenerentola, Verdi’s Don Carlos, Puccini’s Madama Butterfly, Wagner’s Ring, Strauss’s Elektra, and Britten’s Billy Budd.
Instructor(s): A. Freud;,M. Nussbaum Terms Offered: Spring
Prerequisite(s): Students do not need to be able to read music, but some antecedent familiarity with opera would be extremely helpful. CD’s and DVD’s of the operas will be placed on reserve.
Note(s): Students should register via discussion section.
Equivalent Course(s): PHIL 31102,LAWS 96304,MUSI 24416,MUSI 30716
PHIL 21112. Rawls Before the Political Turn. 100 Units.
Rawls Before the Political Turn -- From A Theory of Justice to “Kantian Constructivism”: Themes, Critiques, Changes.
Instructor(s): D. Brudney Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 31112

PHIL 21113. The Children of Parmenides. 100 Units.
Plato honors Parmenides with the title "father Parmenides", presumably for being the founder of philosophy as the "logical" study of being and thinking. In this course we shall discuss the struggle of ancient and modern philosophers to come to terms with this powerful heritage -- in particular, we shall focus on the elaboration, reception and criticism of Parmenides’ theses that being and thinking are the same, and that talk of negation or falsity is incoherent or empty.
Among the philosophers whose work we shall discuss are Plato, Aristotle, Frege, Russell, and Wittgenstein.
Instructor(s): I. Kimhi Terms Offered: Winter
Equivalent Course(s): PHIL 31113, SCTH 30108

PHIL 21502. Racial Injustice. 100 Units.
(I) (A)
Instructor(s): A. Ford, B. Laurence Terms Offered: Winter
Note(s): Undergrads enroll in sections 01, 02, 03 & 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 31502

PHIL 21506. Memory and Unity of a Person. 100 Units.
In one of his most widely read pieces of writing—the chapter of his Essay Concerning Human Understanding called “Of Identity and Diversity”—John Locke writes: “[S]ince consciousness always accompanies thinking, and ‘tis that, that makes every one to be, what he calls self; and thereby distinguishes himself from all other thinking things, in this alone consists personal Identity, i.e. the sameness of rational Being: And as far as this consciousness can be extended backwards to any past Action or Thought, so far reaches the Identity of that Person...” Locke’s theory of personal identity has puzzled, annoyed, and inspired readers since it was published in the second edition of his Essay, in 1694. The main aim of this course will be to arrive at a reading of it that (1) situates it in the context of earlier philosophers’ writings about selves and souls, (2) is informed by an understanding of Locke’s own views concerning consciousness and memory, among other things, and (3) carefully considers objections that later writers—most famously Butler and Reid—made to Locke’s theory. In this endeavor, we’ll be aided by two excellent recent books: Udo Theil’s The Early Modern Subject (2011) and Galen Strawson’s Locke on Personal Identity (2011). Along the way, we’ll devote some time to considering one or two recent neo-Lockean accounts of personal identity.
Instructor(s): D. Finkelstein Terms Offered: Spring
Note(s): Students should register via discussion section.
PHIL 21507. Recognition in Ethics. 100 Units.
The seminar investigates the role of interpersonal self-consciousness in ethics. We will begin with the reflection on the bipolar normative nexus of the rights and duties we have toward each other as persons and then inquire into its connection to the capacity to know other minds, the capacity for other forms of non-instrumental concern for others and the capacity for communicative interaction with others. What is the relation between the status of a person, a bearer of rights, the recognition of others as persons and the practice of addressing each other in speech? Readings will include texts by Stanley Cavell, Steven Darwall, Francis Kamm, Christine Korsgaard, Thomas Nagel, Christopher Peacocke and T.M. Scanlon.
Instructor(s): M. Haase Terms Offered: Spring
Equivalent Course(s): PHIL 31507

PHIL 21600. Introduction to Political Philosophy. 100 Units.
In this course 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 course 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: Spring
Note(s): Students should register via discussion section.
Equivalent Course(s): GNSE 21601, LLSO 22612, PLSC 22600

PHIL 21601. Introduction to Analytic Philosophy. 100 Units.
This course is an exploration of the analytic tradition in philosophy. We will have three goals. First and foremost, we will philosophize in the analytic style. Second, we will try to get a sense of the history of the tradition, beginning with Frege, Russell, Moore, and Wittgenstein, continuing through the logical positivist and ordinary language movements and the subsequent repudiation of these movements (by Strawson, Rawls, Searle, Nagel, Kripke, Lewis, and many others), and ending with a review of the current state of play. Third (and drawing on the history), we will try to answer these meta-questions: what is distinctive about analytic philosophy? How does it relate to the history of the subject? (Was Descartes an analytic philosopher? If not, why not?) What in the philosophy of Hegel, Bradley and others were Moore and Russell reacting to? What is the difference between analytic and continental philosophy? (Why was Husserl a continental philosopher while Frege--his interlocutor--was not?)
Instructor(s): B. Callard Terms Offered: Spring

PHIL 21606. Justice at Work. 100 Units.
Theories of justice in the workplace including the right to strike, the right to form a union, the right to leisure, workplace democracy, etc. (A)
Instructor(s): B. Laurence Terms Offered: Autumn
Note(s): Students should register via discussion section.
Equivalent Course(s): HMRT 22210
PHIL 21834. Self-Creation as a Philosophical and Literary Problem. 100 Units.
This is a class addressing the possibility of self-directed ethical change. Can you make yourself into a different person from the person that you are? Some readings from hist. of phil (Kant/ Nietzsche) but mostly contemporary readings from autonomy/moral psychology literature.
Instructor(s): A. Callard Terms Offered: Spring
Equivalent Course(s): SIGN 26001

PHIL 21901. Feminist Philosophy. 100 Units.
The course is an introduction to the major varieties of philosophical feminism. After studying some key historical texts in the Western tradition (Wollstonecraft, Rousseau, J. S. Mill), we examine four types of contemporary philosophical feminism: Liberal Feminism (Susan Moller Okin, Martha Nussbaum), Radical Feminism (Catharine MacKinnon, Andrea Dworkin), Difference Feminism (Carol Gilligan, Annette Baier, Nel Noddings), and Postmodern “Queer” Gender Theory (Judith Butler, Michael Warner). After studying each of these approaches, we will focus on political and ethical problems of contemporary international feminism, asking how well each of the approaches addresses these problems.
Instructor(s): M. Nussbaum Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll only with the permission of the instructor.
Equivalent Course(s): HMRT 31900, LAWS 47701, PLSC 51900, RETH 41000, GNSE 29600, PHIL 31900

PHIL 22000. Introduction to the Philosophy of Science. 100 Units.
Introduction to the Philosophy of Science. (=PHIL 32000, CHSS 33300, HIPS 22000, HIST 25109, HIST 35109) We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper’s deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (II) (B)
Instructor(s): T. Pashby Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109, HIST 35109, PHIL 32000

PHIL 22001. Teaching Precollegiate Philosophy. 100 Units.
This course will consider the practices of philosophy through a critical examination of different approaches to teaching precollegiate philosophy. Philosophy at the precollegiate level is common outside of the United States, and there is a growing movement in the US to try to provide greater opportunities, in both public and private schools, for K–12 students to experience the joys of philosophizing. But what are the different options for teaching precollegiate philosophy and which are best? That is the main question that this course will address. Students in this course will also have the opportunity to include an experiential learning component by participating in the UChicago Winning Words precollegiate philosophy program. A and B.
Instructor(s): B. Schultz Terms Offered: Spring
Prerequisite(s): Course is open to undergraduates and MAPH students.
Equivalent Course(s): MAPH 32001
PHIL 22209. Philosophies of Environmentalism and Sustainability. 100 Units.
Some of the greatest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions informing such environmental issues. Can a plausible philosophical account of justice for future generations be developed? What counts as the ethical treatment of non-human animals? What does the term “natural” mean, and can natural environments as such have moral standing? A and B

Instructor(s): B. Schultz Terms Offered: Winter
Note(s): Course is open to undergraduates and MAPH students.
Equivalent Course(s): HMRT 22201, MAPH 32209, ENST 22209, GNSE 22204, PLSC 22202

PHIL 22220. Marx’s Capital, Volume I. 100 Units.
Field Satisfied: I & V, Ugrad Field: A
Instructor(s): A. Ford Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 32220, FNDL 22220

PHIL 22515. Philosophy: Practice, Form and Genre. 100 Units.
This course provides an introduction to philosophy through a consideration of the extraordinary diversity of its historical pedagogical practices and literary (and non-literary) forms and genres. “Philosophy” has been everything from a way of life to an academic profession, and “philosophizing” has been conducted in such forms and genres as Socratic conversation, scholastic debate, lectures, group discussions, dialogues, aphorisms, fables, poetry, meditations, novels, reviews, essays, treatises, music, and more. Cultivating some sense of this diversity is crucial to understanding many of the deep differences between philosophical perspectives, past and present. A and B
Instructor(s): B. Schultz Terms Offered: Autumn
Note(s): Course is open to undergraduates and MAPH students.
Equivalent Course(s): MAPH 32250

PHIL 22709. Introduction to Quantum Mechanics. 100 Units.
In this class we examine some of the conceptual problems associated with quantum mechanics. We will critically discuss some common interpretations of quantum mechanics, such as the Copenhagen interpretation, the many-worlds interpretation and Bohmian mechanics. We will also examine some implications of results in the foundations of quantum theory concerning non-locality, contextuality and realism. Prior knowledge of quantum mechanics is not required since we begin with an introduction to the formalism, but familiarity with matrices, freshman calculus and high school geometry will be presupposed.
Instructor(s): T. Pashby Terms Offered: Autumn
PHIL 22960. Bayesian Epistemology. 100 Units.
This course will provide an introduction to Bayesian Epistemology. We will begin by
discussing the principal arguments offered in support of the two main precepts of the
Bayesian view: (1) Probabilism: A rational agent’s degrees of belief ought to conform to the
axioms of probability; and (2) Conditionalization: Bayes’s Rule describes how a rational
agent’s degrees of belief ought to be updated in response to new information. We will
then examine the capacity of Bayesianism to satisfactorily address the most well-known
paradoxes of induction and confirmation theory. The course will conclude with a discussion
of the most common objections to the Bayesian view. (B)
Instructor(s): A. Vasudevan Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01, 02, 03 & 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 32960

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: Autumn
Note(s): Students should register via discussion section.

PHIL 23005. Metaphysics and Ethics of Death. 100 Units.
What is death, and what is its significance for our lives and how we lead them? In this course
we will tack back and forth between the metaphysics of death (What is nonexistence? Are
death and pre-birth metaphysically symmetrical?) and the ethical questions raised by death
(Is death a misfortune—something we should fear or lament? Should we be glad not to be
immortal? How should we understand the ethics of abortion and capital punishment?) Our
exploration of these issues will take us through the work of many figures in the Western
philosophical tradition (Plato, Augustine, Descartes, Schopenhauer, Nietzsche, Heidegger),
but we will be concentrating on the recent and dramatic flowering of work on the subject.
Instructor(s): B. Callard Terms Offered: Winter
Note(s): Students should register via discussion section. Undergrads should enroll in sections
01-04; Grad students enroll in 05.
Equivalent Course(s): PHIL 33005
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 the 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 such idea of « givenness »? Does Phenomenology fall into the so-called « myth of the Given »?
Instructor(s): R. Moati Terms Offered: Autumn
Note(s): Students should register via discussion section.

PHIL 23307. The Philosophy of Play and Games. 100 Units.
Play is a pervasive, and often underappreciated, feature of the lives of humans and many other animal species. It's also a lot of fun. In this course, we will consider the nature and significance of play, with a particular focus on the distinctively human form of play called games. The course will focus on three interrelated themes. (1) What are play and games? Drawing on thinkers like Johan Huizinga, Roger Caillois, and Bernard Suits, we will develop a vocabulary that allows us to tackle this question analytically, and to draw salient distinctions between kinds of play and games. We will also ask why humans and other animals play, and what form the answer to that question should take. (2) What is the value of playing? Sen and Nussbaum classify play as one of the basic human capabilities. Suits argues that playing games is central to the ideal human life. In investigating the significance of play to human life, we will also consider the ethics and aesthetics of playing. (3) How can thinking about play cast light on other human activities? Wittgenstein famously talks about linguistic activity in terms of games. Rawls uses games to think more generally about rule-governed institutions. And Huizinga argues that both artistic and religious activities are structurally indistinguishable from play. Could play be even more central to human experience than we suppose?
Instructor(s): D. Egan Terms Offered: Spring
PHIL 24301. Science and Aesthetics in the Eighteenth to the Twenty-First Centuries. 100 Units.
One can distinguish four ways in which science and aesthetics are related during the period since the Renaissance. First, science has been the subject of artistic representation, in painting and photography, in poetry and novels (e.g., in Byron’s poetry, for example). Second, science has been used to explain aesthetic effects (e.g., Helmholtz’s work on the way painters achieve visual effects or musicians achieve tonal effects). Third, aesthetic means have been used to convey scientific conceptions (e.g., through illustrations in scientific volumes or through aesthetically affective and effective writing). Finally, philosophers have stepped back to consider the relationship between scientific knowing and aesthetic comprehension (e.g., Kant, Bas van Fraassen); much of the discussion of this latter will focus on the relation between images and what they represent. In this lecture-discussion course we will consider all of these aspects of the science-aesthetic connection.
Instructor(s): R. Richards Terms Offered: Spring
Equivalent Course(s): CHSS 35506,HIPS 25506,HIST 35506,PHIL 34301,SIGN 26003,HIST 25506

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. Students should register via discussion section.
Equivalent Course(s): CMLT 25001,FNDL 22001,GNSE 23100,HIPS 24300,KNOW 27002

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.
Note(s): Students should register via discussion section.
Equivalent Course(s): CLCV 22700
PHIL 25101. Aquinas on Human nature. 100 Units.
There is perhaps no better introduction to St. Thomas Aquinas’s philosophy of human nature than his commentary on Aristotle’s classic treatment of the fundamental principles of earthly life, the De anima. Of course Aquinas also had other sources, as well as some ideas of his own, but the De anima provides him with the basic philosophical terms and framework. His interpretations continue to engage readers of Aristotle; and without some grasp of them, his theological writings on man are hardly intelligible. This course will be a close reading and discussion of the commentary, with occasional references to other works and other thinkers. Instructor(s): S. Brock; C. Vogler Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03. Equivalent Course(s): PHIL 35101

PHIL 25200. Intensive History of Philosophy, Part I: Plato. 100 Units.
In this course, we will read a number of Platonic dialogues and use them to investigate the questions with which Socrates and Plato opened the door to the practice of philosophy. Here are some examples: What does a definition consist in? What is knowledge and how can it be acquired? Why do people sometimes do and want what is bad? Is the world we sense with our five senses the real world? What is courage and how is it connected to fear? Is the soul immortal? We will devote much of our time to clearly laying out the premises of Socrates’ various arguments in order to evaluate the arguments for validity. Instructor(s): A. Callard Terms Offered: Winter
Prerequisite(s): Students should register via discussion section.
Note(s): This course, together with introduction to Aristotle (26200) in the Spring quarter, substitutes for and fulfills the Ancient Philosophy History requirement for the Autumn quarter. Students can take these courses instead of taking PHIL 25000. Students must take them as a 2 quarter sequence in order to fulfill the requirement, but students who already have fulfilled or do not need to fulfill the Ancient Philosophy History requirement may take the one quarter of the course without the other.

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. (V) Instructor(s): B. Callard Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended.
Note(s): Students should register via discussion section.
Equivalent Course(s): HIPS 26000
PHIL 26200. Intensive History of Philosophy, Part II: Aristotle. 100 Units.
In this course, we will read selections from Aristotle's major works in metaphysics, logic, psychology, and ethics. We will attempt to understand the import of his distinct contributions in all of these central areas of philosophy, and we will also work towards a synoptic view of his system as a whole. There are three questions we will keep in mind and seek to answer as readers of his treatises: (1) What questions is this passage/chapter trying to answer? (2) What is Aristotle's answer? (3) What is his argument that his answer is the correct one?
Instructor(s): A. Callard Terms Offered: Spring
Prerequisite(s): Students should register via discussion section.
Note(s): This course, together with PHIL 25200 Intensive History of Philosophy, Part I: Plato in the Winter Quarter, substitutes for and fulfills the Ancient Philosophy History requirement for the Autumn Quarter. Students can take these courses instead of taking PHIL 25000 History of Philosophy I: Ancient Philosophy. Students must take them as a two-quarter sequence in order to fulfill the requirement, but students who already have fulfilled or do not need to fulfill the Ancient Philosophy History requirement may take one quarter of the course without the other.

PHIL 27000. History of Philosophy III: Nineteenth Century Philosophy. 100 Units.
The philosophical ideas and methods of Immanuel Kant’s “critical” philosophy set off a revolution that reverberated through 19th-century philosophy. We will trace the effects of this revolution and the responses to it, focusing in particular on the changing conception of what philosophical ethics might hope to achieve. We will begin with a consideration of Kant’s famous *Groundwork of the Metaphysics of Morals*, in which the project of grounding all ethical obligations in the very idea of rational freedom is announced. We will then consider Hegel’s radicalization of this project in his *Philosophy of Right*, which seeks to derive from the idea of rational freedom, not just formal constraints on right action, but a determinate, positive conception of what Hegel calls “ethical life”. We will conclude with an examination of three great critics of the Kantian/Hegelian project in ethical theory: Karl Marx, Søren Kierkegaard, and Friedrich Nietzsche.
Instructor(s): M. Boyle Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in humanities.
Note(s): Students should register via discussion section.

PHIL 27201. Spinoza. 100 Units.
Seventeenth-century philosopher Benedict de Spinoza was expelled from his Jewish community at the age of twenty-three, and has been publicly reviled for much of the last 350 years. But how could a philosopher—let alone one who is famous, more than anything else, for his metaphysics—provoke such a visceral reaction? In this course, we’ll examine many of Spinoza’s metaphysical doctrines which caused such controversy, as well as their impact on our understanding of religion and human nature. Topics to be discussed include: revelation and miracles as natural events; pantheism; substance monism; necessitarianism; mind and body as “one and the same thing”; and teleology.
Instructor(s): A. Silverman Terms Offered: Winter
Equivalent Course(s): FNDL 27201
PHIL 27202. Introduction to Spinoza’s Ethics. 100 Units.
As we read this work we will be concerned with its place in history of philosophy and we shall engage with some of its contemporary readers.
Instructor(s): I. Kimhi Terms Offered: Spring
Prerequisite(s): Introduction to Spinoza’s Ethics is for advanced undergraduate students with background in philosophy and for graduate students.
Note(s): Introduction to Spinoza’s Ethics is for advanced undergraduate students with background in philosophy and for graduate students.
Equivalent Course(s): PHIL 37202, SCTH 30105

PHIL 27500. Kant’s "Critique of Pure Reason" 100 Units.
This will be a careful reading of what is widely regarded as the greatest work of modern philosophy, Immanuel Kant’s *Critique of Pure Reason*. Our principal aims will be to understand the problems Kant seeks to address and the significance of his famous doctrine of "transcendental idealism". Topics will include: the role of mind in the constitution of experience; the nature of space and time; the relation between self-knowledge and knowledge of objects; how causal claims can be justified by experience; whether free will is possible; the relation between appearance and reality; the possibility of metaphysics. (B) (V)
Instructor(s): M. Boyle Terms Offered: Spring
Note(s): Undergrads enroll in sections 01, 02, 03 & 04. Graduates enroll in section 05.
Equivalent Course(s): HIPS 25001, FNDL 27800, CHSS 37901, PHIL 37500

PHIL 28203. Hegel’s Philosophy of Right. 100 Units.
In this course we shall seek to understand Hegel’s 1821 book, *Elements of the Philosophy of Right*. This book is traditionally understood to contain Hegel’s “political philosophy,” but the book also proposes a metaphysics of human agency, claims about the relation of philosophy to its own historical time, a rejection of utopian political thinking, a theory of crime and punishment, and a theory of the relationship between individual and communal life that he says is based on his “speculative philosophy,” and so is “dialectical.” In Hegel’s terms, the book should be understood as his theory of “objective spirit,” and we shall attempt to understand what that subject matter might be. The course will be a seminar/discussion with restricted enrollment at both the undergraduate and graduate level.
Instructor(s): R. Pippin Terms Offered: Spring
Prerequisite(s): Prior work in philosophy, especially in practical philosophy, is highly recommended.
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 38203, FNDL 28204, SCTH 38004

PHIL 28210. Psychoanalysis and Philosophy. 100 Units.
An introduction to psychoanalytic thinking and its philosophical significance. A question that will concern us throughout the course is: What do we need to know about the workings of the human psyche—in particular, the Freudian unconscious—to understand what it would be for a human to live well? Readings from Plato, Aristotle, Freud, Bion, Betty Joseph, Paul Gray, Lacan, Lear, Loewald, Edna O’Shaughnessy, and others.
Instructor(s): J. Lear Terms Offered: Autumn
Prerequisite(s): Course for Graduate Students and Upper Level Undergraduates. Student must have completed at least one 30000 level Philosophy course.
Equivalent Course(s): PHIL 38209, SCTH 37501, HIPS 28101
PHIL 29200. Junior Tutorial. 100 Units.
Junior/Senior Tutorial. For topic and other information, please visit http://philosophy.uchicago.edu/courses/2016-2017-spring.html#both
Instructor(s): J. Mendelsohn; A. Pitel; T. Schulte; D. Telech
Terms Offered: 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.
Junior/Senior Tutorial. For topic and other information please visit http://philosophy.uchicago.edu/courses/2016-2017-spring.html#both
Instructor(s): J. Mendelsohn; A. Pitel; T. Schulte; D. Telech
Terms Offered: 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 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 Lowenheim-Skolem theorem and Lindstrom's theorem. (II) (B)
Instructor(s): A. Vasudevan
Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): CHSS 33600,HIPS 20500,PHIL 39600

PHIL 29405. Advanced Logic. 100 Units.
Since Russell's discovery of the inconsistency of Frege's foundation for mathematics, much of logic has resolved around the question of to what extent we can or cannot prove the consistency of the basic principles with which we reason. This course will explore two main efforts in this direction. We will first look at proof-theoretic efforts towards demonstrating the consistency of various foundational systems, discussing the virtues and limitations of this approach. We will then closely examine Godel's theorems, which are famous for demonstrating limits on the extent to which we can formulate consistency proofs. Much has been written on the implications of Godel's theorems, and we will spend some time trying to carefully separate what they really entail from what they do not entail. Assessment will be by regular homework sets. (II) and (B)
Instructor(s): K. Davey
Terms Offered: Autumn
Prerequisite(s): Intermediate logic or prior equivalent required.
Equivalent Course(s): CHSS 39405,PHIL 39405,HIPS 20905
PHIL 29411. Consequentialism from Bentham to Singer. 100 Units.
Are some acts wrong "whatever the consequences"? Do consequences matter when acting for the sake of duty, or virtue, or what is right? How do "consequentialist" ethical theories, such as utilitarianism, address such issues? This course will address these questions by critically examining some of the most provocative defenses of consequentialism in the history of philosophy, from the work of the classical utilitarians Bentham, Mill, and Sidgwick to that of Peter Singer, one of the world's most influential living philosophers and the founder of the animal liberation and effective altruism movements. Does consequentialism lend itself to the Panoptical nightmares of the surveillance state, or can it be a force for a genuinely emancipatory ethics and politics? A and B
Instructor(s): B. Schultz Terms Offered: Winter
Note(s): Course is open to undergraduates and MAPH students.
Equivalent Course(s): MAPH 39411, PLSC 29411

PHIL 29425. Logic for Philosophy. 100 Units.
Key contemporary debates in the philosophical literature often rely on formal tools and techniques that go beyond the material taught in an introductory logic class. A robust understanding of these debates—and, accordingly, the ability to meaningfully engage with a good deal of contemporary philosophy—requires a basic grasp of extensions of standard logic such as modal logic, multi-valued logic, and supervaluations, as well as an appreciation of the key philosophical virtues and vices of these extensions. The goal of this course is to provide students with the required logic literacy. While some basic metalogical results will come into view as the quarter proceeds, the course will primarily focus on the scope (and, perhaps, the limits) of logic as an important tool for philosophical theorizing. No field. (B)
Instructor(s): M. Willer Terms Offered: Spring
Prerequisite(s): Elementary Logic or equivalent.
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 39425

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

PHIL 29700. Reading and Research. 100 Units.
Reading and Research.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of Instructor & Director of Undergraduate Studies. Students are required to submit the college reading and research course form.
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): A. Ford
Terms Offered: Autumn, Winter
Prerequisite(s): Consent of director of undergraduate studies.
Note(s): Required and only open to fourth-year students who have been accepted into the BA essay program.

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): A. Ford
Terms Offered: Winter, Spring
Prerequisite(s): Consent of director of undergraduate studies.
Note(s): Required and only open to fourth-year students who have been accepted into the BA essay program.
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.