Department Website: http://philosophy.uchicago.edu

**Philosophy Undergraduate Wiki**

https://wiki.uchicago.edu/display/phildr/Philosophy+Wiki+Home+Page

**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://wiki.uchicago.edu/display/phildr/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 book an appointment (https://bit.ly/3dhF2d5/) with the Assistant 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: Kant and the 19th Century), 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 are also urged to take logic as early in their studies as possible. Students may bypass the logic requirement standardly satisfied by PHIL 20100 Elementary Logic by taking either PHIL 29400 Intermediate Logic, MATH 27700 Mathematical Logic I, or MATH 27800 Mathematical Logic II. However, although either MATH 27700 or MATH 27800 satisfy the logic requirement, these courses do not count for credit toward the completion of the major. Only courses with a PHIL designation count toward the total number of credits required in order to complete the major. Save for transfer credit (see below), there are no exceptions to this rule.

In order to officially declare as a standard major, students should do so using the student portal (http://my.uchicago.edu). Unlike the other forms of the major (see sections on The Intensive Track and Philosophy and Allied Fields below), there is no departmental application form standard track students need to complete in order to officially declare as a major.

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
<td>200</td>
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<td></td>
</tr>
<tr>
<td>PHIL 20100</td>
<td>Elementary Logic (or approved alternative course in logic)</td>
<td>100</td>
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One of the following:

<table>
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<tr>
<th>Course</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>One from field A and two from field B</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>Two from field A and one from field B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four additional courses in philosophy*</td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>

Total Units 1000

* These courses must be drawn from departmental offerings. Only one of these courses may be satisfied by participation in the BA essay workshop (PHIL 29901 Senior Seminar I or PHIL 29902 Senior Seminar II). Regarding courses taken at other colleges, see Transfer Credit below.

THE INTENSIVE TRACK

Admission to the intensive track requires an application, which must be submitted by week 4 of the Spring Quarter in the student’s second year. The application form is on the department wiki (https://wiki.uchicago.edu/display/phildr/Departmental+Forms/).

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 two quarters of their fourth year; students must register for PHIL 29901 Senior Seminar I in Autumn Quarter and PHIL 29902 Senior Seminar II in Winter Quarter.

Summary of Requirements: Intensive Track

Two of the following:

<table>
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</tr>
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<tbody>
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<td>300</td>
</tr>
<tr>
<td>Two from field A and one from field B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four additional courses in philosophy*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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://wiki.uchicago.edu/display/phildr/Departmental+Forms/) or website.

Summary of Requirements: Philosophy and Allied Fields

| Two of the following:                      | 200 |
| PHIL 25000 | History of Philosophy I: Ancient Philosophy |
| PHIL 26000 | History of Philosophy II: Medieval and Early Modern Philosophy |
| PHIL 27000 | History of Philosophy III: Kant and the 19th Century |
| PHIL 20100 | Elementary Logic (or approved alternative course in logic) |

| One of the following:                    | 300 |
| One from field A and two from field B   |     |
| Six from field A and one from field B    | 600 |

Total Units 1200

* 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://wiki.uchicago.edu/display/phildr/Departmental+Forms/).

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 in the Autumn and Winter quarters and attendance is required throughout. Students should register for PHIL 29901 Senior Seminar I in Autumn Quarter and for PHIL 29902 Senior Seminar II in Winter 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 PHIL 29902 will be counted toward the track’s total-units requirement.

Grading

All courses for all tracks must be taken for a quality grade. The one exception is for students in the Intensive Track: PHIL 29901 is graded on a Pass/Fail basis. Accordingly, students in other tracks taking PHIL 29901-29902 will only be able to count PHIL 29902 in the major.

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.
TRANSFER CREDIT

Up to (but typically no more than) three courses from another institution may be counted toward major requirements. Students seeking approval for such courses should send a syllabus for each course to the Assistant Director of Undergraduate Studies. The Director of Undergraduate Studies will then determine which courses, if any, to approve for credit toward the major.

ADVISING

Students should contact the Director of Undergraduate Studies or the Assistant 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 the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form, obtained from the College adviser or online, 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

Two of the following:  

<table>
<thead>
<tr>
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<td></td>
</tr>
</tbody>
</table>

One from either field A or field B  

100

Three additional courses in philosophy  

300

Total Units 600

SAMPLE 2

One of the following:  

<table>
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<tr>
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<th>Units</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Kant and the 19th Century</td>
<td></td>
</tr>
</tbody>
</table>

One from field A  

100

One from field B  

100

Three additional courses in philosophy  

300

Total Units 600

PHILOSOPHY COURSES

PHIL 2004. Thomas Aquinas's Commentary on Aristotle's Physics. 100 Units.

In the Physics, Aristotle lays out the basic concepts and principles governing his thought about physical reality. His approach is both philosophically sophisticated and quite different from that of modern science. We will work through substantial selections, especially from Books I-IV and Book VIII, with the help of Aquinas's expositions, which make them more digestible without diluting them. Topics to be treated include the principles of change, matter and form, the concept of nature, causality, teleology, motion, the infinite, place, time, the duration of the physical world, and the primary mover. (B)

Instructor(s): S. Brock Terms Offered: Autumn

Prerequisite(s): Students with majors other than Philosophy and Fundamentals need the permission of the instructor.

Equivalent Course(s): FNDL 20004

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): G. Schultheis Terms Offered: Autumn
Equivalent Course(s): PHIL 30000, LING 20102, CHSS 33500, HIPS 20700

PHIL 21000. Introduction To Ethics. 100 Units.

In this course, we will read, write, and think about philosophical work meant to provide a systematic and foundational account of ethics. We will focus on close reading of two books, Immanuel Kant's Groundwork of the Metaphysics of Morals and John Stuart Mill's Utilitarianism, along with a handful of more recent essays. Throughout, our aim will be to engage in serious thought about good and bad in our lives. (A)

Instructor(s): B. Callard Terms Offered: Winter
Equivalent Course(s): HIPS 21000, FNDL 23107

PHIL 21002. Human Rights: Philosophical Foundations. 100 Units.

In this class we explore the philosophical foundations of human rights, investigating theories of how our shared humanity in the context of an interdependent world gives rise to obligations of justice. Webegin by asking what rights are, how they are distinguished from other part of morality, and what role they play in our social and political life. But rights come in many varieties, and we are interested in human rights in particular. In later weeks, we will ask what makes something a human right, and how are human rights different from other kinds of rights. We will consider a number of contemporary philosophers (and one historian) who attempt to answer this question, including James Griffin, Joseph Raz, John Rawls, John Tasioulas, Samuel Moyn, Jiewuh Song, and Martha Nussbaum. Throughout we will be asking questions such as, "What makes something a human right?" "What role does human dignity play in grounding our human rights?" "Are human rights historical?" "What role does the nation and the individual play in our account of human rights?" "When can one nation legitimately intervene in the affairs of another nation?" "How can we respect the demands of justice while also respecting cultural difference?" "How do human rights relate to global inequality and markets?" (A) (I)

Instructor(s): B. Laurence Terms Offered: Autumn
Equivalent Course(s): HMRT 21002, PHIL 31002, HIST 39319, HMRT 31002, LLSO 21002, HIST 29319, INRE 31602, MAPH 42002

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 multidisciplinary nature of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historical 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, one each week, including a director, a conductor, a designer and two singers, to enable us to explore different perspectives. The list of operas to be discussed include Monteverdi's The Coronation of Poppaea, Mozart's Don Giovanni, Rossini's La Cenerentola, Verdi's Don Carlos, Puccini's Madama Butterfly, Wagner's Die Meistersinger, Strauss's Elektra, and Britten's Billy Budd. (A) (I)

Instructor(s): A. Freud; M. Nussbaum Terms Offered: Spring
Prerequisite(s): Remark: students do not need to be able to read music, but some antecedent familiarity with opera in performance or through recordings would be extremely helpful. Ph.D. students in the Philosophy Department and the Music Department and all law students (both J. D. and LL.M.) may enroll without permission. All other students will be selected by lottery up to the number feasible given CA arrangements.
Note(s): Ph.D. students and law students will write one long paper (20-25 pages), based on a prospectus submitted earlier. Other students will write one shorter paper (5-7 pages) and one longer paper (12-15 pages), the former due in week 4 and the latter during reading period.
Equivalent Course(s): MUSI 30716, PHIL 31002, MAPH 42002

PHIL 21499. Philosophy and Philanthropy. 100 Units.

Perhaps it is better to give than to receive, but exactly how much giving ought one to engage in and to whom or what? Recent ethical and philosophical developments such as the effective altruism movement suggest that relatively affluent individuals are ethically bound to donate a very large percentage of their resources to worthy causes—for example, saving as many lives as they possibly can, wherever in the world those lives may be. And charitable giving or philanthropy is not only a matter of individual giving, but also of giving by foundations, corporations, non-profits, non-governmental and various governmental agencies, and other organizational entities that play a very significant role in the modern world. How, for example, does an institution like the University of Chicago engage in and justify its philanthropic activities? Can one generalize about the various rationales for philanthropy, whether individual or institutional? Why do individuals or organizations engage in philanthropy, and do they do so well or badly, for good reasons, bad reasons, or no coherent reasons? This course will afford a broad, critical philosophical and historical overview of philanthropy, examining its various contexts and justifications, and contrasting charitable giving with other ethical demands, particularly the demands of justice. How do charity and justice relate to each other? Would charity even be needed in a fully just world? (A)

Instructor(s): B. Schultz Terms Offered: Winter
Note(s): This course will feature a number of guest speakers and be developed in active conversation with the work of the UChicago Civic Knowledge Project and Office of Civic Engagement. Students will also be presented
with some practical opportunities to engage reflectively in deciding whether, why and how to donate a certain limited amount of (course provided) funding.

Equivalent Course(s): PLSC 21499, MAPH 31499, HMRT 21499

PHIL 21609. Topics in Medical Ethics. 100 Units.

Decisions about medical treatment, medical research and medical policy often have profound moral implications. Taught by a philosopher, three physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, abortion, organ markets, research ethics, and distributive justice in health care. (A)

Instructor(s): D. Brudney; Staff
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the Biological Sciences major.

Note(s): Philosophy majors: this course fulfills the practical philosophy (A) requirement.

Equivalent Course(s): HLTH 21609, BPRO 22612, BIOS 29314, HIPS 21609

PHIL 22000. Introduction to Philosophy of Science. 100 Units.

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. (B) (II)

Instructor(s): T. Pashby Terms Offered: Winter

Equivalent Course(s): HIST 35109, CHSS 33300, PHIL 32000, HIPS 22000, HIST 25109

PHIL 22209. Philosophies of Environmentalism and Sustainability. 100 Units.

Many of the toughest 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, pollution and toxic waste, 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 presented by such environmental issues. Does the environmental crisis demand radically new forms of ethical and political philosophizing and practice? Must an environmental ethic reject anthropocentrism? If so, what are the most plausible non-anthropocentric alternatives? What counts as the proper ethical treatment of non-human animals, living organisms, or ecosystems? What do the terms “nature” and “wilderness” even mean, and should “natural” environments as such have ethical and/or legal standing? What fundamental ethical and political perspectives inform such approaches as the “Land Ethic,” ecofeminism, and deep ecology? Is there a plausible account of environmental justice applicable to both present and future generations? Are we now in the Anthropocene, and if so, is “adaptation” the best strategy at this historical juncture? How can the wild, the rural, and the urban all contribute to a better future for Planet Earth? (A)

Instructor(s): B. Schultz Terms Offered: Autumn

Note(s): Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. Please be patient with the flexible course organization! Some rescheduling may be necessary in order to accommodate guest speakers and the weather!

Equivalent Course(s): PLSC 22202, ENST 22209, HMRT 22201

PHIL 23004. Aristotle’s Practical Philosophy. 100 Units.

This course will survey Aristotle’s ethics and politics with a view to understanding their relation to one another.

Instructor(s): A. Ford Terms Offered: Spring

Equivalent Course(s): FNDL 23004

PHIL 23402. Augustine’s Confessions. 100 Units.

We will study this work in its entirety, chiefly from a philosophical point of view. The more popular, more autobiographical Books (I–IX) already offer a good deal of philosophical material; themes treated include the will, friendship, good and evil, knowledge, truth, incorporeal reality, and divine providence. Then come the more impersonal Books (X–XIII), which present extended and sometimes impassioned inquiries into the natures of memory, time, eternity, and creation. Latin would be helpful, but it is not required. (A)

Instructor(s): S. Brock Terms Offered: Spring

Prerequisite(s): Students with majors other than Philosophy or Fundamentals need the permission of the instructor.

Equivalent Course(s): FNDL 23404

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): A. Callard Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement in humanities.

Equivalent Course(s): CLCV 22700

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 the period from the fall of Rome to the Scottish Enlightenment. The course will begin with an examination of the medieval hylomorphism of Aquinas and
Ockham and then consider its rejection and transformation in the early modern period. Three distinct early modern approaches to philosophy will be discussed in relation to their medieval antecedents: the method of doubt, the principle of sufficient reason, and empiricism. Figures covered may include Ockham, Aquinas, Descartes, Avicenna, Princess Elizabeth, Émilie du Châtelet, Spinoza, Leibniz, Abelard, Berkeley, Hume, and al-Ghazali.

Instructor(s): D. Moerner
Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended.
Equivalent Course(s): HIPS 26000, MDVL 26000

PHIL 27000. History of Philosophy III: Kant and the 19th Century. 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 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 substantive conception of the proper organization of our social and political lives. We will conclude by examining some important critics of the Kantian/Hegelian project in ethical theory: Karl Marx, John Stuart Mill, Frederick Douglass, and Friedrich Nietzsche.

Instructor(s): M. Haase
Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in humanities.

PHIL 29200. Junior Tutorial. 100 Units.
Junior/Senior Tutorial. For topic and other information, please visit https://philosophy.uchicago.edu/courses.
Prerequisite(s): Open only to intensive-track and philosophy 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 https://philosophy.uchicago.edu/courses.
Prerequisite(s): Open only to intensive-track and philosophy 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.
This course provides a first introduction to mathematical logic for students of philosophy. In this course we will prove the soundness and completeness of deductive systems for both propositional and first-order predicate logic. (B) (II)
Instructor(s): A. Vasudevan
Terms Offered: Winter
Prerequisite(s): Elementary Logic (PHIL 20100) or its equivalent.
Equivalent Course(s): HIPS 20500, PHIL 39600, CHSS 33600

PHIL 29601. Intensive Track Seminar. 100 Units.
Title: Philosophy and Fiction In this course we will try to make sense of fiction using the techniques of philosophy. What is the 'logic' of fictional discourse? What makes a work, a work of fiction? (Is it the intentions of the author?) What is the metaphysical status of fictional characters? How does the making and consuming of fiction relate to other practices in human life—for example, playing games and lying? How can we be emotionally affected by fiction when we know it is fiction? We will read a variety of texts on these subjects, but the focus will be on work in the analytic tradition.
Instructor(s): B. Callard
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 Spring Winter
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 the Autumn Quarter, and once for PHIL 29902, in the Winter Quarter. The Senior Seminar meets for two quarters, and students writing essays are required to attend throughout.
Instructor(s): A. Callard; T. Zimmer Terms Offered: Autumn
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 the Autumn Quarter, and once for PHIL 29902, in the Winter Quarter. The Senior Seminar meets for two quarters, and students writing essays are required to attend throughout.
Instructor(s): A. Callard; T. Zimmer Terms Offered: 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 29904. Ethics in the Digital Age. 100 Units.
An investigation of the applied ethics of technology in the 21st century. Fundamental debates in applied ethics are paired with recent technological case studies. Topics covered include moral dilemmas, privacy, consent, human enhancement, distributed responsibility, and technological risks. Case studies include self-driving cars, geo-engineering, Internet privacy, genetic enhancement, Twitter, autonomous warfare, nuclear war, and the Matrix. (A)
Instructor(s): D. Moerner Terms Offered: Autumn
Equivalent Course(s): SIGN 26071

PHIL 29908. Free Will. 100 Units.
The 'problem of free will' is to reconcile our perception of ourselves as free agents with ideas about the structure of reality, and our place within it, that appear to belie that perception. The problem is old, of perennial interest, and, it would seem, wholly intransigent. We shall try to get as close as we can to understanding the root of the problem's seeming intransigence. Our readings will be both historical and recent. Authors include Aristotle, Cicero, Aquinas, Hobbes, Hume, Kant, Schopenhauer, Wittgenstein, Anscombe, Strawson, and Frankfurt. Topics include logical necessity, time's arrow, causation, natural law, motivation, compulsion, and moral responsibility. (A) (I)
Instructor(s): J. Bridges Terms Offered: Autumn
Equivalent Course(s): PHIL 39908