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: 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 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 Number</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
</tr>
<tr>
<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Kant and the 19th Century</td>
</tr>
<tr>
<td>PHIL 20100</td>
<td>Elementary Logic (or approved alternative course in logic)</td>
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</tbody>
</table>

One of the following: 300

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PHIL 20100</td>
<td>Elementary Logic (or approved alternative course in logic)</td>
</tr>
</tbody>
</table>
**Philosophy**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One from field A and two from field B</td>
<td>400</td>
</tr>
<tr>
<td>Two from field A and one from field B</td>
<td>400</td>
</tr>
<tr>
<td>Four additional courses in philosophy *</td>
<td>400</td>
</tr>
<tr>
<td>Total Units</td>
<td>1000</td>
</tr>
</tbody>
</table>

* 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
</tr>
<tr>
<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Kant and the 19th Century</td>
</tr>
<tr>
<td>PHIL 20100</td>
<td>Elementary Logic (or approved alternative course in logic)</td>
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</table>

### One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 29200</td>
<td>Junior Tutorial</td>
</tr>
<tr>
<td>PHIL 29300</td>
<td>Senior Tutorial</td>
</tr>
<tr>
<td>PHIL 29601</td>
<td>Intensive Track Seminar</td>
</tr>
<tr>
<td>PHIL 29901</td>
<td>Senior Seminar I</td>
</tr>
<tr>
<td>PHIL 29902</td>
<td>Senior Seminar II</td>
</tr>
</tbody>
</table>

### Two additional courses in philosophy *

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Units</td>
<td>1300</td>
</tr>
</tbody>
</table>

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

**Philosophy and Allied Fields**

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

Two of the following: 200

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
</tr>
<tr>
<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Kant and the 19th Century</td>
</tr>
</tbody>
</table>
| PHIL 20100  | Elementary Logic (or approved alternative course in logic) 100

One of the following: 300

- One from field A and two from field B
- Two from field A and one from field B

Six additional courses, at least one of which must be in the Department of Philosophy * 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://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 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. 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>200</td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Kant and the 19th Century</td>
<td>200</td>
</tr>
</tbody>
</table>

One from either field A or field B

Three additional courses in philosophy

Total Units: 600

**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>
<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Kant and the 19th Century</td>
<td>100</td>
</tr>
</tbody>
</table>

One from field A

One from field B

Three additional courses in philosophy

Total Units: 600

**Philosophy Courses**

**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, CHSS 33500, HIPS 20700

**PHIL 20107. Introduction to Sartre. 100 Units.**

This course will be devoted Jean-Paul Sartre as a philosopher, as a writer, as a literary essayist and as an existential psychoanalysis. Sartre exposed most of his « existentialist » philosophy, based on the discovery of the absolute freedom of the human being and of her being-thrown in an meaningless world, through philosophical dry treatises, but also in using more accessible literary forms, like novels and theaters plays. In exploring Sartre's multiple ways of dealing with abstract philosophical thesis (contingency of being, throwness of the human being, absolute practical responsibility of individuals), we will raise with Sartre the question about the relation between the form mobilized and the metaphysical content deployed in each case and show in which way the first is never optional to the second. Another aspect of our exploration will be to make sense of Sartre's practice of the literary essay about other writers through the form of the portrait. That practice is related and works as exemplifications of what Sartre calls « Existential psychoanalysis ». The main idea of Sartre's practice of the « portrait » is to discover « modes of phenomenalization » of the contingent thing-in-itself, specific to each individual. By that means, Sartre's Existential psychoanalysis is supposed to lead us to the discovery of the main specific world of each other writers Sartre writes about in order to make sense of the hidden meaning of their literary works.

Instructor(s): R. Moati Terms Offered: Winter

Equivalent Course(s): FNDL 20107

**PHIL 20109. Sartre's Being and Nothingness. 100 Units.**

This will be an introduction to Jean-Paul Sartre's great work Being and Nothingness, and to the philosophical outlook of "existentialism" it articulates. We will examine Sartre's account of consciousness, freedom, anguish, and bad faith, as well as his conception of our fundamental relations to other persons, as expressed in such phenomena as desire, shame, love, and sadism. Time permitting, we will also consider some aspects of the development and critique of existentialist ideas in Simone de Beauvoir's classic work of philosophical feminism, The Second Sex. (A)

Instructor(s): M. Boyle Terms Offered: Spring

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 20116. American Pragmatism. 100 Units.
This course is a first introduction to American Pragmatism. We will examine some of the seminal philosophical works of the three most prominent figures in this tradition: Charles Sanders Peirce, William James, and John Dewey. Our main aim will be to extract from these writings the central ideas and principles which give shape to pragmatism as a coherent alternative to the two main schools of modern philosophical thought, empiricism and rationalism. (B) (III)
Instructor(s): A. Vasudevan Terms Offered: Autumn
Equivalent Course(s): PHIL 30116

PHIL 20210. Kant's Ethics. 100 Units.
In this course we will read, write, and think about Kant's ethics. After giving careful attention to the arguments in the Second Critique, portions of the Third Critique, the Groundwork of the Metaphysics of Morals, the Metaphysics of Morals, and several other primary texts, we will conclude by working through some contemporary neo-Kantian moral philosophy, paying close attention to work by Christine Korsgaard, David Velleman, Stephen Engstrom, and others. (A) (I)
Instructor(s): C. Vogler Terms Offered: Autumn
Equivalent Course(s): PHIL 30210, FNDL 20210

PHIL 20506. Philosophy of History: Narrative & Explanation. 100 Units.
This lecture-discussion course will focus on the nature of historical explanation and the role of narrative in providing an understanding of historical events. Among the authors discussed are Edward Gibbon, Immanuel Kant, R. G. Collingwood, Leopold von Ranke, Lord Acton, Fernand Braudel, Carl Gustav Hempel, Arthur Danto, and Hayden White. (III)
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIST 25110, PHIL 30506, CHSS 35110, HIST 35110, HIPS 25110, KNOW 31401

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: Spring
Equivalent Course(s): HIPS 21000, FNDL 23107

PHIL 21002. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Equivalent Course(s): HIPS 21000, FNDL 23107

PHIL 21108. Time After Physics. 100 Units.
This course provides a historical survey of the philosophy of time. We begin with the problems of change, being and becoming as formulated in Ancient Greece by Parmenides and Zeno, and Aristotle's attempted resolution in the Physics by providing the first formal theory of time. The course then follows theories of time through developments in physics and philosophy up to the present day. Along the way we will take in Descartes' theory of continuous creation, Newton's Absolute Time, Leibniz's and Mach's relational theories, Russell's relational theory, Broad's growing block, Whitehead's epochal theory, McTaggart's A, B and C theories, Prior's tense logic, Belnap's branching time, Einstein's relativity theory and theories of quantum gravity. (B) (II)
Instructor(s): T. Pashby Terms Offered: Autumn
Equivalent Course(s): KNOW 21108, PHIL 31108, HIPS 21108, CHSS 31108, KNOW 31108

PHIL 21204. Philosophy of Private Law. 100 Units.
This course will be on the part of the law known as private law - the part that adjudicates disputes between private citizens where one person is alleged to have suffered harm through the wrongdoing of another. Among the questions with which we will be concerned are the following: What constitutes a legal harm in such a context? What, in the eyes of the law, counts as one person being the cause of another person's suffering? What sort of redress or compensation may one justifiably seek for such suffering? Who has a right to decide such questions? What justifies the use of sanction or force - and when is it justified - in the enforcement of such legal decisions? The first half of this course will present a selective historical genealogy of our contemporary understanding of how to go about answering such questions. The second half of the course will be on contemporary theories of private law. The historical portion of the course will begin by examining the origins of the modern distinction between private and public law in Aristotle's ancient distinction between corrective and distributive justice. Next we will briefly consider what private legal adjudication looks like in the absence of the state, first by reading an Icelandic Saga and then by watching John Ford's classic western The Man Who Shot Liberty Valence.
Instructor(s): L. Van Alstyne Terms Offered: Spring
PHIL 21214. The Philosophy of Art. 100 Units.
This course is an introduction to the philosophy of aesthetics, with a focus on art and art objects. With respect to art, our questions will include: What is art? What is the point of making art? What is it to appreciate art? (Does discursive knowledge (of the technique, the history of the painting or its subjects, the artist's life, etc.) help or hinder this appreciation?) What is the metaphysical character of art objects (symphonies, paintings, novels, etc.)? What is the ethical status of art? (Were Plato’s ethical suspicions about art warranted?) With respect to aesthetics more generally, our questions will include: is beauty in the eye of the beholder? (What is it for something to be in the eye of the beholder?) Does beauty track (or even constitute) scientific truth? If so: why? If not, why have so many mathematicians, physicists, and biologists been preoccupied with the beauty of their theories? 
Instructor(s): B. Callard Terms Offered: Winter
Equivalent Course(s): PHIL 31214

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

PHIL 21423. Introduction to Marx. 100 Units.
This introduction to Marx’s thought will divide into three parts: in the first, we will consider Marx’s theory of history; in the second, his account of capitalism; and in third, his conception of the state. (A)
Instructor(s): A. Ford Terms Offered: Winter
Equivalent Course(s): FNDL 21805

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 wealth 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): The course will be developed in active conversation with the work of the UChicago Civic Knowledge Project and Office of Civic Engagement, and students will 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 21505. Wonder, Magic, and Skepticism. 100 Units.
In the course of discussing how it is that a philosophical problem arises in the first place, Wittgenstein says, “The decisive movement in the conjuring trick has been made, and it was the very one that we thought quite innocent.” This isn't the only place where Wittgenstein speaks as if being gripped by philosophical problems is a matter of succumbing to illusions—as if philosophers are magicians who are taken in by their own tricks. In this course, we'll discuss philosophy and magical performance, with the aim of coming to a deeper understanding of what both are about. We'll be particularly concerned with Wittgenstein's picture of what philosophy is and does. Another focus of the course will be the passion of wonder. In the Theatetus, Plato has Socrates say, “The sense of wonder is the mark of the philosopher. Philosophy indeed has no other origin.” And when magicians write about their aesthetic aims, they almost always describe themselves as trying to instill wonder in others. Does magic end where philosophy begins? And what becomes of wonder after philosophy is done with it? (B)
Instructor(s): D. Finkelstein Terms Offered: Spring
Prerequisite(s): Either three college-level philosophy courses, or Philosophical Perspectives plus two philosophy courses, or permission of the instructor.

PHIL 21514. What is so good about virtue? 100 Units.
Virtue is a central concept in many traditions of moral philosophy. What is its relation to notions such as action, practical reason, norm, obligation, goodness, happiness, pleasure? Why not put any of these other notions first in one's ethical thinking? - The answer is to be found in a unique contribution that virtues, as dispositions of the human will, make to what we are, and what we are conscious of being.
Instructor(s): A. Mueller; C. Vogler Terms Offered: Spring
Equivalent Course(s): PHIL 31514
PHIL 21600. Introduction to Political Philosophy. 100 Units.
In this class we will investigate what it is for a society to be just. In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? In the second portion of the class we will consider one pressing injustice in our society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)
Instructor(s): B. Laurence Terms Offered: Spring
Equivalent Course(s): PLSC 22600, LLSO 22612, GNSE 21601

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?) (B)
Instructor(s): B. Callard Terms Offered: Autumn

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) Note(s): Students should register via discussion section. Equivalent Course(s): HMRT 22210
Instructor(s): B. Laurence Terms Offered: Winter
Equivalent Course(s): HMRT 22210

PHIL 21609. Medical Ethics: Central Topics. 100 Units.
Decisions about medical treatment, medical research, and medical policy often have profound moral implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics. (A)
Instructor(s): D. Brudney; Staff Terms Offered: Winter
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): BPRO 22612, PHIL 31609, HLTH 21609, BIOS 29314, HIPS 21609

PHIL 21619. What is Evil? 100 Units.
In this class we shall attempt to get to grips with various philosophical accounts of evil. This will partly involve getting in view how different ethical orientations—both contemporary and historical—entail different kinds of perspectives on what evil is. At the heart of the course will be an attempt to get to grips with two central tendencies in our thinking about evil: First, the idea of evil as somehow a positive force, something with its own distinctive character, and on the other hand, the idea of evil as a mere privation. (A)
Instructor(s): R. O'Connell Terms Offered: Winter

PHIL 21722. Thomas Aquinas's Commentary on Aristotle's Nicomachean Ethics. 100 Units.
We will read through and discuss the commentary, looking at it both as an interpretation of the Ethics and as a philosophical work in its own right. (A) (IV)
Instructor(s): S. Brock Terms Offered: Spring
Prerequisite(s): For the undergraduates, those who are not Philosophy or Fundamentals majors should seek permission to enroll.
Equivalent Course(s): FNDL 21722, PHIL 31722

PHIL 21723. The Will: Aristotle, Augustine, Aquinas. 100 Units.
Aristotle’s approach to ethics is sometimes termed intellectualist, meaning that it has no room for a notion of the will, understood as a principle of human action distinct from intellect or reason. Such a notion, it is said, gained currency only centuries later, at least partly through influences alien to Greek philosophy. St Augustine is often cited as one of the thinkers most responsible for the notion’s becoming prevalent. St Thomas Aquinas, however, presents a highly articulated theory of human action that appears to integrate a robust conception of the will, and one heavily indebted to Augustine, into a largely Aristotelian framework. We will read and discuss substantial passages from these three authors bearing on the question of the will, in the hope that seeing them side by side can help to get at what they really mean and what the philosophical merits of their views are. (A) (IV)
Instructor(s): S. Brock Terms Offered: Autumn
Prerequisite(s): Undergraduates should either be Philosophy majors or obtain the consent of the Professor.
Equivalent Course(s): PHIL 31723
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 U.S. 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? These are the main questions 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)
Instructor(s): B. Schultz Terms Offered: Winter
Equivalent Course(s): MAPH 32001

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 inducivism, 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. Pasbby Terms Offered: Autumn
Equivalent Course(s): HIST 25109, HIPS 22000

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 U.S. 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? These are the main questions 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)
Instructor(s): B. Schultz Terms Offered: Winter
Equivalent Course(s): MAPH 32001

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 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. What do the terms "nature" and "wilderness" even mean, and can "natural" environments as such have ethical and/or legal standing? 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 fundamental ethical and political perspectives inform such approaches as the "Land Ethic," ecofeminism, and deep ecology? Is there a plausible account of justice for future generations? Are we now in the Anthropocene? 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): GNSE 22204, ENST 22209, HMRT 22201, PLSC 22202

PHIL 22401. Modern Logic and the Structure of Knowledge. 100 Units.
In this course, we will examine the various ways in which the concepts and techniques of modern mathematical logic can be utilized to investigate the structure of knowledge. Many of the most well-known results of mathematical logic, such as the incompleteness theorems of Gödel and the Löwenheim-Skolem theorem, illustrate the fundamental limitations of formal systems of logic to fully capture the structure of the semantic models in which truth and validity are assessed. Some philosophers have argued that these results have profound epistemological implications, for instance, that they can be used to ground skeptical claims to the effect that there must be truths that logic and mathematics are powerless to prove. One of the aims of this course is to assess the legitimacy of these epistemological claims. In addition, we will explore the extent to which the central results of mathematical logic can be extended so as to apply to systems of inductive logic, and examine what forms of inductive skepticism may emerge as a result. We will, for example, discuss the epistemological implications of Putnam's diagonalization argument, which shows that, for any Bayesian theory of confirmation based on a definable prior, there must exist hypotheses which, if true, can never be confirmed. (B) (II)
Instructor(s): K. Davey; A. Vasudevan Terms Offered: Winter
Equivalent Course(s): PHIL 32401
PHIL 22709. Introduction to Philosophy of 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. (B) (II)
Instructor(s): T. Pashby Terms Offered: Spring
Prerequisite(s): Prior knowledge of quantum mechanics is not required since we begin with an introduction to the formalism. Only familiarity with high school geometry is presupposed but expect to be introduced to other mathematical tools as needed.
Equivalent Course(s): KNOW 22709, CHSS 32709, PHIL 32709, HIPS 22709

PHIL 22961. Social Epistemology. 100 Units.
Traditionally, epistemologists have concerned themselves with the individual: What should I believe? What am I in a position to know? How should my beliefs guide my decision-making? But we can also ask each of these questions about groups. What should we -- the jury, the committee, the scientific community--believe? What can we know? How should our beliefs guide our decision-making? These are some of the questions of social epistemology Social epistemology also deals with the social dimensions of individual opinion: How should I respond to disagreement with my peers? When should I defer to majority opinion? Are there distinctively epistemic forms of oppression and injustice? If so, what are they like and how might we try to combat them? This class is a broad introduction to social epistemology. (B)
Instructor(s): G. Schultheis Terms Offered: Winter
Equivalent Course(s): PHIL 32961

PHIL 23503. Issues in Philosophy of Mind: Consciousness and Self-Consciousness. 100 Units.
The imagination of many contemporary intellectuals-including philosophers, physicists, and cognitive scientists of various stripes-is gripped by problems surrounding consciousness. Most notably, philosophers have been entirely stumped by the question of how something like conscious awareness arise in a material world. In this course we shall investigate the assumptions that lie behind this question, in order to penetrate the aura of mystery surrounding it. A central theme of the course shall be that, in order to tackle the puzzles surrounding consciousness, we shall need understand self-consciousness better. (B)
Instructor(s): R. O'Connell Terms Offered: Spring

PHIL 24010. Meaning and Reference. 100 Units.
In this course we address one of the central and most fascinating philosophical questions about linguistic meaning: what is the relationship between meaning and reference? We will study a range of classical and contemporary theories about the semantics of referring expressions such as proper names, definite descriptions, and indexicals. Readings will include Frege, Russell, Strawson, Kripke, Donnellan, and Kaplan, among others. Throughout, we will try to reach of a better understanding of how questions about meaning and reference connect with a range of topics that are central to philosophical theorizing, including the connection between propositional attitudes and the explanation of action, the role of the principle of compositionality in formal semantics, the question of whether there is a level of mental experience that is epistemically transparent, the relation between thought and language, the nature of fictional and non-existent objects, and the interaction between semantics and pragmatics. (B)
Instructor(s): M. Willer Terms Offered: Winter
Prerequisite(s): Elementary Logic recommended, but not required.

PHIL 24098. Character and Commerce: Practical Wisdom in Economic Life. 100 Units.
Most of us seek to be reasonably good people leading what we take to be successful and satisfying lives. There is a mountain of evidence suggesting that most of us fail to live up to our own standards. Worse, we often fail to mark our own failures in ways that could help us improve ourselves. The context in which we try to live good lives is shaped by the vicissitudes of the global economy. The global economy is obviously of interest to those of us studying economics or planning careers in business. Aspiring entrepreneurs or corporate leaders have clear stakes in understanding practical wisdom in the economic sphere. But anyone who relies upon her pay - or someone else's - to cover her living expenses has some interest in economic life. In this course, we will bring work in neo-Aristotelian ethics and neo-classical economics into conversation with empirical work from behavioral economics and behavioral ethics, to read, write, talk, and think about cultivating wisdom in our economic dealings. While our focus will be on business, the kinds of problems we will consider, and the ways of addressing these, occur in ordinary life more generally - at home, in academic settings, and in our efforts to participate in the daily production and reproduction of sound modes of social interaction. (A)
Instructor(s): C. Vogler Terms Offered: Winter
Equivalent Course(s): ECON 12300

PHIL 24266. Habit, Skill and Virtue. 100 Units.
Instructor(s): M. Haase Terms Offered: Winter
Equivalent Course(s): PHIL 34266

PHIL 24400. Heidegger's Being and Time Division I. 100 Units.
We propose a cursive reading of the section I of the masterpiece of Heidegger Being and Time looking for the very connection, as our very leading question, between the idea of being in general and the discovery of the being of human being named by Heidegger - Dasein.
Instructor(s): R. Moati Terms Offered: Autumn
Equivalent Course(s): FNDL 24406
PHIL 24799. Same-Sex Sexuality: History, Philosophy, and Law. 100 Units.
This new course examines two important historical periods in Western thought during which same-sex conduct and attraction were extensively debated, both politically and philosophically: ancient Greece and Rome, and Victorian and post-Victorian Britain. We will examine the evidence for ancient Greek and Roman attitudes and practices and the normative arguments of the philosophers, especially Plato and the Greek Stoics. Then we leap forward to Victorian Britain, where a newly honest reading of the Greek evidence provided gay men with a rallying point against Christian laws (female same-sex acts were never illegal in Britain), and philosopher Jeremy Bentham provided eloquent arguments for the decriminalization of same-sex acts (fully published only in 2013). We then pause to study a literature that questions whether sexual orientation is a timeless category or a cultural artifact, and a related debate about alleged biological accounts of same-sex desire. Then we move on to the Wolfenden Commission Report of 1957 that recommended the decriminalization of same-sex acts in Britain (with the case of Alan Turing as a central example of what troubled the reformers), along with the related legal-philosophical debate between H. L. A. Hart and Lord Devlin debate (and its roots in the earlier debate about liberty between J. S. Mill and Fitzjames Stephen).
Instructor(s): M. Nussbaum Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll only with the permission of the instructor. Graduate students (Ph.D. and MA) do not need permission. Assessment is by an 8 hour take home final exam, although Ph.D. students and law students may select a paper option.
Equivalent Course(s): PLSC 24799, CLAS 34719, CLCV 24719, RETH 34799, GNSE 34799, PLSC 34799, PHIL 34799, GNSE 24799

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
Prerequisite(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): HIPS 24300, KNOW 27002, GNSE 23100, FREN 24801, CMLT 25001, FNDL 22001

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): TBD 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 this period, including Anselm, Aquinas, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume.
Instructor(s): D. Moerner Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended.
Equivalent Course(s): MDVL 26000, HIPS 26000

PHIL 27000. History of Philosophy III: Kant and the 19th Century. 100 Units.
Immanuel Kant's "critical" turn set off a revolution in 19th-century philosophy. We will trace its effects as well as the reactions against in the post-Kantian German Philosophy, in particular of Fichte, Hegel and Marx. Our focus will be a conception of ethics and the philosophy of right. The course will begin with the investigation of Kant's famous Groundwork of the Metaphysics of Morals that articulates the project to grounding all ethical obligations in the idea of freedom or autonomy. Then we will look at the beginnings Kant's Doctrine of Right in his Metaphysics of Morals: his reflections on our relation to concrete other wills in space and time. Next will be the discussion of Fichte's challenge in his Foundations of Natural Right. A proper philosophy of right, Fichte argues has to include an account of our original knowledge and relation to concrete other wills. The most radical and complete development of this thought we will discuss in Hegel's Philosophy of Right that seeks to derive from the idea of freedom not just formal constraints for action, but knowledge of the actuality of our community in he calls "ethical life". We will conclude with the Marx critique of the very idea of right.
Instructor(s): M. Haase Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in humanities.

PHIL 27500. Kant: 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: Autumn
Equivalent Course(s): PHIL 37500, FNDL 27800, CHSS 37901, HIPS 25001
PHIL 28203. Hegel's Philosophy of Right. 100 Units.
TBD
Instructor(s): M. Haase Terms Offered: Spring
Equivalent Course(s): FNDL 28204, PHIL 38203

PHIL 29200. JuniorTutorial. 100 Units.
Junior/Senior Tutorial. For topic and other information, please visit https://philosophy.uchicago.edu/courses.
Instructor(s): Autumn 2019: D. Daniels; M. Koschel; A. Steinmetz Winter 2020: C. Caps; J. Fox; S. Lai Spring 2020: M. Brown; R. Hanlon; C. Hogg-Blake; R. Simonelli; J. Brewer Terms Offered: Autumn Spring Winter
Prerequisite(s): Open only to Philosophy Majors. Intensive-Track Majors should reach out to the instructor to be enrolled manually.
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.
Instructor(s): Autumn 2019: D. Daniels; M. Koschel; A. Steinmetz Winter 2020: C. Caps; J. Fox; S. Lai Spring 2020: M. Brown; R. Hanlon; C. Hogg-Blake; R. Simonelli; J. Brewer Terms Offered: Autumn Spring Winter
Prerequisite(s): Open only to Philosophy Majors. Intensive-Track Majors should reach out to the instructor to be enrolled manually.
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. 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): CHSS 33600, PHIL 39600, HIPS 20500

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?
Instructor(s): B. Schultz Terms Offered: Spring
Equivalent Course(s): PHIL 39411

PHIL 29601. Intensive Track Seminar. 100 Units.
This seminar will explore an advanced topic in philosophy. It is required as part of the intensive track of the Philosophy Major.
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 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 either the Autumn or Winter Quarter, and once for PHIL 29902, in either the Autumn 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): TBD 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): TBD Terms Offered: Spring 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.
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.