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

**Philosophy Undergraduate Wiki**

https://wiki.uchicago.edu/display/phildr/Philosophy+Wiki+Home+Page (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://coral.uchicago.edu:8443/display/phildr/Philosophy+Email+Lists (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**

<table>
<thead>
<tr>
<th>Two of the following:</th>
<th>200</th>
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<tbody>
<tr>
<td>PHIL 25000</td>
<td></td>
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<tr>
<td>History of Philosophy I: Ancient Philosophy</td>
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</table>
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</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHIL 25000</td>
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<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>
</tr>
</tbody>
</table>

One of the following: 300

- One from field A and two from field B
- Two from field A and one from field B
- Six additional courses, at least one of which must be in the Department of Philosophy *

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 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. 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>Two of the following:</th>
<th>200</th>
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<tbody>
<tr>
<td>PHIL 25000</td>
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<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>One from either field A or field B</td>
<td>100</td>
</tr>
<tr>
<td>Three additional courses in philosophy</td>
<td>300</td>
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<tr>
<td><strong>Total Units</strong></td>
<td><strong>600</strong></td>
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</tbody>
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**SAMPLE 2**

<table>
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<th>One of the following:</th>
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</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Kant and the 19th Century</td>
</tr>
<tr>
<td>One from field A</td>
<td>100</td>
</tr>
<tr>
<td>One from field B</td>
<td>100</td>
</tr>
<tr>
<td>Three additional courses in philosophy</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

**PHILOSOPHY COURSES**

**PHIL 20004. 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: Spring
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): CHSS 33500, LING 20102, PHIL 30000, 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): C. Vogler Terms Offered: Winter
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: Autumn
Equivalent Course(s): HMRT 21002, HIST 29319, PHIL 31002, INRE 31602, LLSO 21002, HIST 39319, MAPH 42002, HMRT 31002

PHIL 21102. Opera as Idea and As Performance. 100 Units.
Is opera an archaic and exotic pageant for fanciers of overweight canaries, or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, 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 at the end (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): PHIL 31102, MUSI 30716, MUSI 24416

PHIL 21206. Philosophy of Race and Racism. 100 Units.
The idea that there exist different ‘races’ of human beings is something that many-perhaps even most-people in the United States today take for granted. And yet modern notions of ‘race’ and ‘racial difference’ raise deep philosophical problems: What exactly is race? Is race a natural kind (like water) or a social kind (like citizenship)? If race is a social kind—i.e. something human beings have constructed—are there any good reasons to keep using it? According to many philosophers, these questions cannot be properly analyzed in abstraction from the history of modern racism and the liberation struggles racial oppression has given rise to. Together, we’ll read classic and contemporary texts on these themes by authors such as W.E.B. Du Bois, Frantz Fanon, Angela Davis, Charles Mills, Naomi Zack, Chike Jeffers, Kwame Anthony Appiah, and Lucius Outlaw. (A)
Instructor(s): T. Zimmer Terms Offered: Spring
Equivalent Course(s): CRES 21206

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 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 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 a 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 21509. Practical Rationality. 100 Units.
Humans are said to be rational animals. What does rationality, understood as a capacity, consist in? And what is practical rationality, understood as a qualified way of thinking, feeling, and acting? - In this course we are going to consider a roughly Aristotelian framework for answering these and related questions. The place of reason in human nature is characterized by a complex teleology: its employment is both purpose and instrument. To make use of reason is, centrally, to infer, i.e. to think and act for reasons. The roles of reasons are various: they validate, justify, prompt and guide, explain … To act on a reason is, typically, to do something for the sake of some end. This is so, in particular, in the context of more or less technical reasoning. But the most basic and ultimate reasons, the ones by heeding which we act justly or unjustly and, more generally, well or badly, seem not to be of this form. How then do they enter the constitution of a good human life?
Instructor(s): A. Mueller; C. Vogler Terms Offered: Spring
Equivalent Course(s): PHIL 31509

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): LLSO 22612, PLSC 22600
Philosophy

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
Terms Offered: Autumn
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, HIPS 21609, BIOS 29314

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 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: Autumn
Equivalent Course(s): CHSS 33300, PHIL 32000, HIST 35109, 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 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): HMRT 22201, ENST 22209, PLSC 22202

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): PHIL 32709, HIPS 22709, CHSS 32709, KNOW 22709
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: Winter
Equivalent Course(s): FNDL 23004

PHIL 23402. Augustine's Confessions and Boethius's Consolation of Philosophy. 100 Units.
We will work through these two writings, focusing chiefly on the philosophical thought present in them. (A)
Instructor(s): S. Brock Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in humanities.
Equivalent Course(s): FNDL 23404

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 24267. Iris Murdoch. 100 Units.
In this course we'll read through philosophical work by Iris Murdoch spanning her whole career, along with
several of her novels. Topics covered will include: Murdoch's criticism of the moral and practical philosophy
of her time; her encounter with the work of Sartre and the existentialists; her engagement with the dialogues of
Plato; her later work in moral psychology; and her discussions of aesthetics and the relation between art and
philosophy. Primary philosophical readings will be taken from the collection 'Existentialists and Mystics', and her
last work 'Metaphysics as a Guide to Morals'.
Instructor(s): Amos Browne Terms Offered: Winter
Note(s): This class is primarily intended for students in the MAPH program; undergraduates in their 3rd and 4th
year will be admitted with instructor consent, based on the number of available places in the class.
Equivalent Course(s): PHIL 34267, MAPH 34266

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 (PhD
and MA) do not need permission. Assessment is by an eight-hour take home final exam, although PhD students
and law students may select a paper option.
Equivalent Course(s): GNSE 24799, PHIL 34799, CLAS 34719, RETH 34799, CLCV 24719, PLSC 34799, GNSE
34799, PLSC 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, CMLT 25001, GNSE 23100, KNOW 27002, RLST 24800, 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): G. Richardson Lear 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. Boyle Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in humanities.

PHIL 28203. Hegel’s Philosophy of Right. 100 Units.
We will study Hegel’s Elements of Philosophy of Right. The book is an absolute classic of practical philosophy. Its ambition is nothing less than to provide a systematic treatment of the unity of action theory, ethics and political philosophy. Hegel’s theory is considered by many as the highpoint and completion of practical philosophy in the post-Kantian German Idealism. And it is essential for the development Marxism and Critical Theory. It is a crucial treatise to study - not only for those interested of the history of ethics and political theory, but for anyone reflecting on the logic and origins of the kind of society we live in. At the same time, the book is hardly an easy read. For one, the genre of text is quite peculiar: it was written for as a condensed ‘Leitfaden’ for the students listening Hegel’s lectures. Moreover, the range of topics discussed under the heading of the Philosophy of Right - as well the order in which they are presented - seems quite from a contemporary perspective. Hegel’s guiding thought is that the power of practical reason and freedom can only be understood through its actuality. What stands at center of his treatise is thus the idea of practical reality, encapsulated in his famous slogan that ‘the rational is actual and the actual is rational.’ Hegel’s point is that the domain of the practical is a stratum of being that is not a reality given to the mind, but one that reason apprehends as its own work in virtue of bringing it into being. (V)
Instructor(s): M. Haase Terms Offered: Spring
Equivalent Course(s): PHIL 38203, FNDL 28204

PHIL 29200. Junior Tutorial. 100 Units.
Junior/Senior Tutorial. For topic and other information, please visit https://philosophy.uchicago.edu/courses. Terms Offered: Autumn 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. Terms Offered: Autumn 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 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, CHSS 33600, PHIL 39600

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): PLSC 29411, MAPH 39411

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

PHIL 29601. Intensive Track Seminar. 100 Units.
Title: Internalism and Externalism about Meaning This seminar will explore an advanced topic in philosophy. It is required as part of the intensive track of the Philosophy Major.
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 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