

DEPARTMENT OF PHILOSOPHY

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

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Lecturers

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Teaching Fellows

- Paskalina Bourbon

Postdoctoral Fellows

- Barnaby Burleigh
- Magnus Ferguson
- Tom Kaspers
- Laura Martin
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- Fr. Stephen Brock
- Michael Forster

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- Arnold Ira Davidson
- Michael Kremer
- Robert Richards, History
- Josef J. Stern
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The programs in philosophy are designed to develop skill in philosophical analysis, to enable the student to think clearly, systematically, and independently on philosophical issues, and to achieve a thorough acquaintance with major classics and contemporary works in philosophy. Philosophy classes are conducted so that students may develop philosophical skills by class discussions and by the writing of carefully directed papers.

The following is an outline of the main features of the graduate program. For full details, please write the Department of Philosophy directly.

GRADUATE DEGREES

The graduate program in philosophy is primarily a doctoral program. Admission as a graduate student normally implies that, in the opinion of the department, the student is a promising candidate for the Ph.D. degree. The Master of Arts degree, however, may be awarded to students in the program who meet the requirements specified below.

The application process for admission and financial aid for all graduate programs in the Division of the Arts & Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: <http://humanities.uchicago.edu/students/admissions> (<http://humanities.uchicago.edu/students/admissions/>).

Questions about admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Current minimum scores, etc., are provided with the application. For more information, please see the Office of International Affairs website at <http://internationalaffairs.uchicago.edu>, or call them at (773) 702-7752.

Students admitted to doctoral study receive full funding support for the duration of their enrollment, including full tuition coverage, annual stipend, fully paid individual premiums for UChicago's student health insurance plan, and the student services fee. Pedagogical training requirements are also included as part of the degree requirements.

THE DEGREE OF MASTER OF ARTS REQUIREMENTS

The Department of Philosophy does not admit students directly into an MA program. Students seeking a terminal master's degree should apply to the Master of Arts Program in the Humanities (MAPH), a three-quarter program of interdisciplinary study. Further details about the MAPH program are available at <http://maph.uchicago.edu/>.

Master's degrees are awarded only to students who are enrolled in a PhD program at the University of Chicago. These can be either (i) doctoral students in another discipline who seek a "secondary" MA in Philosophy, in conjunction with their doctoral studies in that other discipline; or (ii) doctoral students in Philosophy who want an MA. The requirements for the degree are the same in either case. The requirements can be satisfied entirely by coursework; no thesis is required. These requirements are as follows:

- **Quality:** No course for which the student received a grade lower than a B+ will satisfy any requirement for the MA.
- **Level:** Only courses taken at the graduate level (i.e., with a course-number of 30000 or higher) can satisfy any requirement for the MA.
- **Quantity:** The student must complete at least 8 courses in Philosophy at the University of Chicago. (Reading and research courses do not count toward satisfying this requirement, nor do courses taken pass/fail, with the exception of the First-Year seminar, which may count as one course, if passed.)

- **Distribution:** The student must have taken at least 1 course in each of the Department of Philosophy's four areas:
 - **Area I:** Contemporary Practical Philosophy
 - **Area II:** Contemporary Theoretical Philosophy
 - **Area III:** History of Philosophy: Ancient or Medieval Philosophy
 - **Area IV:** History of Philosophy: Modern Philosophy (up to and including the first half of the Twentieth Century)
- **Elementary Logic:** The student must demonstrate competence in elementary logic. This can be achieved taking Introduction to Logic (PHIL 30000), or any more advanced logic course offered by the Department. Alternatively, a student may fulfill the requirement by passing a course equivalent to Introduction to Logic (or to some more advanced logic course) at another institution or in another department at the University of Chicago with a grade of B+ or higher. Whether or not a course can satisfy the logic requirement will be determined by the current instructor(s) of Introduction to Logic on the basis of either an interview with the student making the request or such evidence as the syllabus for the course, the textbook for the course, and any other relevant course materials which the student can provide. Satisfying the logic requirement in this way will count neither toward a student's eight course requirement nor toward their area distribution requirements (<https://wiki.uchicago.edu/display/phldr/Course+Requirements/#CourseRequirements-areas>). Philosophy 30000 can count as one of the minimum eight courses, but it does not satisfy the Area II requirement. A more advanced logic class does both.

APPLICATION PROCEDURE

Doctoral Students in the Department of Philosophy may apply for the MA at any time after they have completed the requirements. To do so, students should (1) contact the Department Administrator so that the proper paperwork is submitted verifying that all coursework requirements for the MA have been met; and (2) contact the office of the Dean of Students in order to gain access to the degree application screen in the My.UChicago portal. In filling out this application, students should set their expected graduation date to the date on which they anticipate receiving the PhD.

Students in a PhD program at the University of Chicago in a department other than Philosophy who wish to receive a "secondary" MA in Philosophy must first submit the required materials as noted below. No student can apply unless they have taken at least three Philosophy courses, and it is expected that students will apply soon after completing that number of courses.

To initiate the application process, students should first read the University's requirements for a second MA (<https://studentmanual.uchicago.edu/academic-policies/degrees/>), and then set up an appointment with Michael Beetley (mrbeetle@uchicago.edu) in the Office of the Dean of Students in the Division of Arts & Humanities who will direct them through the required paperwork and obtain:

1. The applicant's transcript of courses taken for the BA,
2. A transcript of the applicant's courses at the University of Chicago taken up to the time of the application.

In addition, the applicant must submit:

1. A sample of their best philosophical writing. This may but need not be a paper written for one of the applicant's already completed Philosophy courses at the University.
2. A brief letter from the Department Chair or Director of Graduate Studies of the applicant's home department supporting the application. The letter should explain why the student is seeking an MA in philosophy to complement their doctoral studies.
3. Names of two faculty in the Department of Philosophy who can comment on work done by the applicant and on their philosophical potential.
4. A statement by the applicant that explains why they are seeking an MA in Philosophy.

THE DEGREE OF DOCTOR OF PHILOSOPHY

The divisional and University requirements for the Ph.D. degree must be fulfilled. Departmental course requirements have parts concerning:

- Graduate course credit: q-credits and p-credits
- The number of required courses
- Area distribution requirements for q-credits
- Paper requirements for q-credits
- Logic requirement
- Deadlines for coursework and incompletes
- A note on foreign language study
- Transfer credits

GRADUATE COURSE CREDIT: Q-CREDITS AND P-CREDITS

During their first two years in the program, PhD students are required to complete a variety of graduate-level courses. Such coursework is meant to provide students with the general knowledge that will serve as the foundation upon which they will carry out the more specialized task of writing a doctoral dissertation.

Students must enroll in courses for one of two different kinds of credit:

1. (Q)uality Credit: To receive a Q-credit for a course, a student must complete all the requirements for the course and be awarded a quality grade of A, A-, B+, B, or B-.
2. (P)ass Credit: The requirements for receiving a P-credit for a course are established by the instructor. At a minimum, a student must register in the class and attend regularly, but they need not be required to submit a paper for the course or do all of the coursework that would be required to assign to that student a quality grade. A pass credit will be registered by assigning to a student a grade of P in the Registrar's official database of grades.

This separation of course credits into Q-credits and P-credits is meant to provide students with the flexibility to construct for themselves a course curriculum that allows them to both broaden their horizons by exploring a diverse array of topics that may be of only peripheral interest to them, while, at the same time, affording them adequate time to devote focused attention to those specific courses that most directly support their main research interests.

THE NUMBER OF REQUIRED COURSES

PhD students are required to complete 8 courses for Q-credit, all of which must come from the Department of Philosophy's course offerings. In addition, students must complete 8 courses for P-credit, up to two of which can be awarded for classes offered in other departments (this can include courses in which the student has received either a grade of P or a quality grade of B- or higher). Students can petition to the Director of Graduate Studies to have more than two courses from outside the Department count toward their P-credit requirements, provided they believe that there are pedagogical reasons to support such an allowance.

In addition to the Q-credit and P-credit requirements described above, all first-year PhD students must also enroll in the First-Year Seminar (<https://wiki.uchicago.edu/display/phildr/First-Year+Seminars/>), and all second-year PhD students must enroll in the Paper Revision Workshop (<https://wiki.uchicago.edu/display/phildr/Paper+Revision+Workshop/>). The following describes a normal schedule for completing coursework during a PhD student's first six quarters (or two academic years) in the program:

- First Quarter:
 - 1 course for Q-credit
 - 1 course for P-credit
 - First-Year Seminar (<https://wiki.uchicago.edu/display/phildr/First-Year+Seminars/>)
- Second and Third Quarters:
 - First-Year Seminar (<https://wiki.uchicago.edu/display/phildr/First-Year+Seminars/>) (Winter Quarter only)
 - 3 courses for Q-credit (with at least one Q-credit per quarter)
 - 3 courses for P-credit (with at least one P-credit per quarter)
- Fourth and Fifth Quarters:
 - 3 courses for Q-credit (with at least one Q-credit per quarter)
 - 3 courses for P-credit (with at least one P-credit per quarter)
- Sixth Quarter:
 - 1 course for Q-credit
 - 1 course for P-credit
 - Paper Revision Workshop (<https://wiki.uchicago.edu/display/phildr/Paper+Revision+Workshop/>)

In a typical quarter, a student will enroll in three classes. At some point during the quarter that student will choose either one or two of those classes to complete for Q-credit. This choice may be made at any point during the quarter, provided that the student is able to complete all the work for the course on the timeline set by the instructor. This arrangement is meant to afford students the flexibility to decide which courses they would like to complete for Q-credit based on their relative interest in the material presented in the courses in which they are enrolled.

AREA DISTRIBUTION REQUIREMENTS FOR Q-CREDITS

In addition to the requirement that a student take 8 courses for Q-credit, the courses taken for Q-credit must satisfy certain area distribution requirements. In particular, students are required to take at least one course for Q-credit in each of the following four areas:

1. Contemporary Practical Philosophy
2. Contemporary Theoretical Philosophy

3. History of Philosophy: Ancient or Medieval Philosophy
4. History of Philosophy: Modern Philosophy (up to and including the first half of the Twentieth Century)

Graduate courses included in the Department of Philosophy's course offerings will generally be designated as belonging to one or more of these areas. While a course may be designated as belonging to more than one area, it can only count toward a student satisfying one of their area distribution requirements. The decision as to which requirement a course satisfies is left to the instructor's discretion and is to be determined on the basis of the content of the work produced by that student for the course.

PAPER REQUIREMENTS FOR Q-CREDITS

Not every course requires a student to write a paper in order to receive a Q-credit. For example, in some courses, such as a logic course, a Q-credit may be awarded to a student based on their performance on a series of homework exercises and exams. Nevertheless, during their first two years in the program, students are required to write at least 5 papers in total for courses that they take for Q-credit. They must do so in accordance with the following schedule:

- At least 1 paper by mid-Spring Quarter of Year 1.
- At least 2 papers by the beginning of Year 2.
- At least 3 papers by the beginning of Spring Quarter of Year 2.
- At least 5 papers by the beginning of Year 3.

Before deciding to enroll in a course for Q-credit, students should consult with the instructor to clarify the options available to them for receiving a Q-credit and, in particular, whether the option exists to write a paper for the course.

LOGIC REQUIREMENT

The PhD program has a logic requirement that must be fulfilled in one of the following three ways:

1. By receiving a Q-credit for Introduction to Logic (PHIL 30000). Introduction to Logic is offered every Autumn Quarter. A Q-credit received for Introduction to Logic will count toward a student's overall Q-credit requirements (<https://wiki.uchicago.edu/display/phildr/Course+Requirements/#CourseRequirements-credits>), but will not satisfy any area distribution requirement (<https://wiki.uchicago.edu/display/phildr/Course+Requirements/#CourseRequirements-a>).
2. By passing a course equivalent to Introduction to Logic (or to some more advanced logic course) at another institution or in another department at the University of Chicago with a grade of B+ or higher. Whether or not a course can satisfy the logic requirement will be determined by the current instructor(s) of Introduction to Logic on the basis of either an interview with the student making the request or such evidence as the syllabus for the course, the textbook for the course, and any other relevant course materials which the student can provide. Satisfying the logic requirement in this way will count neither toward a student's overall Q-credit requirements (<https://wiki.uchicago.edu/display/phildr/Course+Requirements/#CourseRequirements-credits>) nor toward their area distribution requirements (<https://wiki.uchicago.edu/display/phildr/Course+Requirements/#CourseRequirements-a>).
3. By receiving a Q-credit for a more advanced graduate course in logic - e.g., Accelerated Introduction to Logic (PHIL 30012) - offered in the department. A Q-credit received for such an advanced logic course will count toward a student's overall Q-credit requirements (<https://wiki.uchicago.edu/display/phildr/Course+Requirements/#CourseRequirements-cr>) and may also satisfy the Contemporary Theoretical Philosophy area distribution requirement (<https://wiki.uchicago.edu/display/phildr/Course+Requirements/#CourseRequirements-a>).

DEADLINES FOR COURSEWORK AND INCOMPLETES

Coursework must be completed in a timely manner. While faculty are free to set their own due dates for completing coursework, for submitting course papers the default expectations are as follows:

- For a course in Autumn Quarter, the paper must be turned in by the end of Winter Quarter of the same academic year.
- For a course in Winter Quarter, the paper must be turned in by the end of Spring Quarter of the same academic year.
- For a course in Spring Quarter, the paper must be turned in before the end of July in the Summer Quarter of the same academic year.

At the discretion of the instructor, coursework not completed on time may be regarded as an "incomplete." This means that the instructor will permit a student to complete the work for a course after the deadline they have set. The instructor sets the time period for completion of the incomplete coursework, subject to the following limitation: a grade for a course must be submitted by the beginning of the subsequent academic year in which the course was taken, in order for that course to count toward the fulfillment of the course requirements for the PhD. This date is an absolute deadline and is not subject to further extensions by individual faculty.

members. In addition, students in their first year are not permitted to take any incompletes for classes they enroll in during their first quarter in the program.

A NOTE ON FOREIGN LANGUAGE STUDY

There is no official foreign language requirement that all PhD students must meet. Nevertheless, for many students, it will be advisable to acquire competence in one or more languages other than English depending on their area of specialization. Moreover, a student's dissertation committee may impose upon a student a formal requirement to demonstrate linguistic competence in a foreign language in order to conduct research under their supervision. For example, a student intending to write a thesis on Ancient Greek Philosophy or Hellenistic or Roman Philosophy will likely be required to receive a "High Pass" on the University's Reading Comprehension Assessment (<https://languageassessment.uchicago.edu/arca/>) in either Greek or Latin. All students should consult with their faculty advisors and the Director of Graduate Studies to determine which linguistic competencies may be required for their planned course of study.

TRANSFER CREDITS

Students wishing to obtain transfer credit for courses taken at other institutions must petition the Director of Graduate Studies, who will confer with the Department's Graduate Program Committee before making a decision. Students requesting transfer credits must provide evidence in support of their transfer application at the request of the Committee. Such evidence may include course descriptions, syllabi, assignments, written work completed for the course, and other supporting materials. Students who are transferring to the University of Chicago from other PhD programs must make such a request for transfer credit upon their initial entry into the program. Students who take a course at another institution while enrolled in the PhD program should consult with the Director of Graduate Studies beforehand, and must still petition the Graduate Program Committee to have the course deemed eligible for transfer credit.

The following policy relating to transfer credits applies to the Philosophy PhD program. Special requirements enacted for joint programs take precedence over this policy.

1. Of the 8 required Q-credits (<https://wiki.uchicago.edu/display/phildr/Course+Requirements/#CourseRequirements-cr>) that students must acquire, no more than 2 credits can be transferred from other institutions.
2. Only courses taken while enrolled in a doctoral program in Philosophy can count toward a student's Q-credit requirements (<https://wiki.uchicago.edu/display/phildr/Course+Requirements/#CourseRequirements-credits>).
3. Transferred credits are not allowed to count toward a student's area distribution requirements (<https://wiki.uchicago.edu/display/phildr/Course+Requirements/#CourseRequirements-a>).

Note that logic courses taken outside the Department may fulfill the Department's logic requirement (<https://wiki.uchicago.edu/display/phildr/Course+Requirements/#CourseRequirements-logic>) but may not be otherwise used to meet departmental course requirements.

PAPER REVISION AND PUBLICATION WORKSHOP

The aim of the Paper Revision and Publication (PRP) Workshop is to provide our graduate students with support and assistance to prepare papers to submit for publication in academic philosophy journals. Preparing papers to submit to journals for review and revising papers in response to the feedback received from journal editors and referees is an essential part of professional academic life, and students applying for academic positions with no publications to their name are at a disadvantage in today's highly competitive job market. While students are strongly encouraged to continue to seek personalized advice about publishing from their dissertation committee members, the Department of Philosophy has determined that the need exists to provide its graduate students with more standardized programming, in the form of an annually recurring workshop, that is specifically aimed at supporting their initial efforts to publish in academic journals. The PRP Workshop was designed with the following three aims in mind: 1. to provide students with a basic understanding of the various steps involved in publishing in academic journals and to create a forum in which students can solicit concrete advice from faculty members about the publishing process; 2. to direct and actively encourage students to submit at least one paper to a journal for review on a timeline that would allow accepted submissions to be listed as publications on a student's CV by the time they go on the academic job market; and 3. to create and foster a departmental culture in which the continued revision of work with the ultimate aim of publication in academic journals is viewed as an essential aspect of the professional training of our graduate students and in which both faculty and students work together to establish more ambitious norms for publishing while in graduate school.

The PRP Workshop meets weekly in the Spring Quarter. Participation in the PRP Workshop is mandatory for all students in year 2 of the program but is open to students in years 3-5 as well. Any student in years 3-5 of the program who wishes to participate in the workshop must apply to do so no later than week 9 of the preceding Winter quarter. Applications to participate in the workshop must include a draft of the paper that the student intends to revise in the workshop along with a brief statement outlining where they plan to submit their paper and a rough timeline to submission. Applications will be reviewed by the Graduate Program Committee who will make a decision as to which students will be allowed to participate in the workshop. In making these decisions, preference will be given to fifth- over fourth-year students, and to fourth- over third-year students,

with further consideration being given to how often a student has presented in the workshop in the past. Regardless of whether they are participating in the workshop or not, all students in years 2-5 are welcome to attend the workshop sessions. First-year students and students in year 6 and up are not allowed to attend or participate in the workshop.

TOPICAL WORKSHOP

In their third year, all PhD students must enroll in the Topical Workshop, which meets regularly in both the Autumn and Winter Quarters, and which is led by the current Director of Graduate Studies. In this workshop, students develop, present, and discuss materials that they plan to use in their Topical Examination, such as dissertation project overviews and preliminary chapter drafts. The main purpose of the Topical Workshop is to help students establish expectations for what will be required for them to advance to PhD candidacy, to advise students on issues such as the overall direction of their research and the composition of the dissertation committee, and to initiate regular conversations between students and the faculty members who are most likely to serve as their dissertation committee members. While preparation for the Topical Examination may continue during the Spring Quarter and, if necessary, over the summer, at the conclusion of the Topical Workshop, students should have a clear sense of the subsequent steps that must be taken in order for them to pass their Topical Examination and advance to candidacy in a timely manner.

TOPICAL EXAMINATION

The Topical Examination is an oral examination administered by the members of a student's dissertation committee with the aim of evaluating the viability of the proposed dissertation project and the student's ability to execute that project within a reasonable amount of time and at a sufficiently high standard of quality to merit awarding them a PhD. Students will be admitted to PhD candidacy **only** after they have officially passed their Topical Examination. The Department's normal expectation is that students will have advanced to candidacy (including passing their Topical Examination) by the beginning of their fourth year. Students must have advanced to candidacy **by the beginning of their fifth year to remain in the program**. Please note that starting with the incoming cohort in Autumn 2023, the Department of Philosophy will be advancing its timeline to candidacy. If by the end of year 3 in the program, a student has not advanced to candidacy, they will automatically be placed on probation. If by the end of year 4 in the program, a student has not advanced to candidacy, they will be administratively withdrawn.

During their third year, in connection with the Topical Workshop, students will establish, with their prospective dissertation committee chair, concrete plans for the Topical Examination. Those plans will include:

- a determination of the faculty members who will serve on the dissertation committee
- the expected character of the materials to be submitted by the student on which the Topical Examination will be based
- the expected date of the Topical Examination

Though the details will vary (depending on the subject matter, the state of the research, etc.) and are largely left up to the discretion of the committee, the materials must include a substantial new piece (around 25 double-spaced pages) of written work by the student. This could be a draft of a chapter, an exposition of a central argument, or a detailed abstract (or outline) of the whole dissertation. (It is expected that students will abide by these agreements; but, if there are unanticipated problems, they may petition their advisors and the Director of Graduate Studies, in writing, for a revision).

Students cannot take their Topical Examination until they have met all other program requirements. There can be exceptions to this, depending on circumstances, but students will have to petition their committee and the Director of Graduate Studies for such an exception in advance.

Beginning with their fourth year in the program, the Department requires all students to submit a written progress report on their progress by the end of Winter Quarter of each year. The report should be submitted to the Director of Graduate Studies and the student's dissertation committee. In addition to this report, students who have advanced to candidacy must submit a substantial piece of new writing (25-30 pages in length) to the chair of their dissertation committee. The student will be notified whether or not she is making good progress following the annual review meetings in Spring.

It is very much in each student's own interest to be well along with her dissertation as soon as possible, for a few related reasons, as all students are obligated to participate in teaching assistantships and/or teach a stand-alone course as part of their pedagogical training requirements, which can be time and energy consuming. Additionally dissertation completion fellowships, which come with added financial benefits, are awarded competitively on a Division-wide basis.

TEACHING REQUIREMENTS

PEDAGOGICAL TRAINING

The Department of Philosophy views the pedagogical training of its students as an integral part of its PhD program. Above and beyond its role in professional academic life, the teaching of philosophy stands in a symbiotic relation of mutual support with the activity of philosophizing itself. For this reason, even those

doctoral students who decide not to pursue a career in academia will benefit greatly from having acquired the myriad of complex social, communication, and organizational skills that underwrite effective teaching.

PhD students will acquire teaching experience through teaching assistantships, guest lectureships in faculty-led courses, and one standalone lectureship, in which they will serve as the sole instructor for an undergraduate-level philosophy course. In addition, students will be required to participate in a number of pedagogical training and mentoring activities, all with the aim of becoming excellent teachers of philosophy. For a detailed account of the teaching that Philosophy students do while enrolled in the program, see the Department of Philosophy's Pedagogical Training Plan (<https://wiki.uchicago.edu/download/attachments/185009771/Pedagogical%20Training%20Plan%209-6-22.pdf?version=1&modificationDate=1662454504000&api=v2>). The Department's Pedagogical Training Plan has been specifically designed to ensure that all graduates of our PhD program are able to:

- design and teach introductory courses in philosophy
- design and teach upper-level undergraduate courses in their field of specialization
- create instructive assignments for students and provide helpful and constructive feedback on their work
- effectively facilitate in-class discussion
- deliver effective lectures
- cultivate and maintain an inclusive classroom environment
- describe their own approach to the education of students and provide thoughtful rationales for their pedagogical choices

TEACHING EXPERIENCES

TEACHING ASSISTANTSHIPS

The first teaching opportunities for PhD students come in the form of teaching assistantships, in which students provide instructional assistance to faculty members in undergraduate-level philosophy courses. The duties of a teaching assistant (TA) vary from course to course, but usually include: (1) holding regularly-scheduled office hours, during which the TA will meet with students and address their individual questions relating to the course material; (2) hosting discussion sections, in which the TA will lead and facilitate discussion amongst the students about the course material and, at the faculty instructor's discretion, either review or supplement this material; and (3) grading and providing feedback on papers and exams. All PhD students are assigned two (2) teaching assistantships per year in each of their third and fourth years in the program, and one (1) teaching assistantship per year in each of their fifth and sixth years in the program. For a detailed schedule of TA assignments, see the Department's Pedagogical Training Plan (<https://wiki.uchicago.edu/download/attachments/185009771/Pedagogical%20Training%20Plan%209-6-22.pdf?version=1&modificationDate=1662454504000&api=v2>).

The faculty instructor responsible for the course in which a PhD student serves as a TA is responsible for monitoring that student's teaching progress and for providing guidance to that student on the art of facilitating productive philosophical discourse and encouraging active student participation in class discussions. In addition, other faculty members will periodically observe a student's teaching and provide them with feedback and advice on effective pedagogical methods. Students will also receive further pedagogical instruction through Chicago Center for Teaching (<https://teaching.uchicago.edu/>) programs and departmental workshops.

LECTURESHIPS

As they progress through the program, PhD students will be required to deliver occasional guest lectures in faculty-led departmental courses. These guest lectures will sometimes occur in the context of a course for which the student is serving as a TA, but may also be scheduled to take place in another course for which that student is particularly well-suited to serve as an instructor. The material presented by a student in a guest lecture will be workshopped in advance with the faculty member in whose course the guest lecture is to take place, and this faculty member will provide guidance to that student as to how to present this material most effectively.

In either their fifth or sixth year in the program, after having gained sufficient teaching experience as a teaching assistant and guest lecturer, PhD students are given the opportunity to teach a standalone course. This course may either consist of a tutorial offered to students enrolled in the intensive track of the undergraduate philosophy major, or it may consist of a section of a departmental course for which that student has already served as a TA or for which they have demonstrated all competencies required to provide high-quality instruction. The determination as to what course a student should teach will be made by each student in consultation with the DGS and their dissertation committee chair. This determination will be based on three factors: (1) a sample course syllabus submitted to the department during the student's fourth year in the program, (2) faculty observation and feedback on the student's prior guest lectures in departmental courses, and (3) a report from the student's dissertation committee regarding progress towards completing the dissertation.

BUILDING A TEACHING DOSSIER

Over the course of their graduate school career, PhD students will accrue various teaching-related materials, including the syllabi of courses in which they have served as either TA or instructor, written reports by faculty teaching mentors on their teaching performance in those courses, and undergraduate evaluations for those courses. When a PhD student prepares to go on the academic job market, with the assistance of the Department's

Placement Director, all of these materials will be gathered together into a comprehensive teaching dossier to be included with any applications that that student submits for academic positions post-graduation. In addition, one of that student's faculty recommendation letters will document and survey the highlights of that student's teaching career at the University of Chicago.

DISSERTATION AND FINAL ORAL EXAM

Students must inform their dissertation committee members of their intention to schedule a dissertation defense during the quarter prior to that in which they plan to defend. The student's committee members will then consult with one another concerning whether the dissertation is in sufficiently final form to warrant the fixing of a date for the oral examination. Committee members will normally have seen the bulk of the work of the dissertation before making this judgment. Students should consult with their dissertation committee chair and other dissertation committee members about the specific material they will need to see and the time required in order for this judgment to be made. When a student's dissertation committee judges that that student is ready to defend, the student must coordinate with the dissertation committee and Department Administrator William Weaver (wweaver@uchicago.edu) to schedule a date and time for the dissertation defense.

Students should consult with their dissertation committee concerning the deadline for submission of a final draft of the dissertation to the committee. To allow the committee sufficient time to review the work, a final draft of the dissertation is normally submitted several weeks to a month before the defense date. Students should be aware that, in practice, in order to graduate in a given quarter, the final draft of the dissertation must be submitted to the dissertation committee in the first week or two of that quarter, so that the defense can take place prior to the Dissertation Office's deadline for submitting the final form of the dissertation, leaving time for any necessary revisions noted during the defense. All students are encouraged to visit the Dissertation Office Website (<https://www.lib.uchicago.edu/research/scholar/phd/>) to review the University's dissertation policies and to determine the precise deadline by which the approved dissertation must be submitted in a given quarter for the degree to be granted in that same quarter. Note also that an exam cannot be scheduled for at least two weeks after the formal request has been submitted.

The defense usually must take place at the University of Chicago, preferably in the Autumn, Winter, or Spring Quarters. Summer defenses may be scheduled at the discretion of the student's dissertation committee members.

The student and at least one member of the dissertation committee must be physically present at the defense.

The student should submit to the Department Administrator within the timeline noted:

- the scheduled date, time, and the members of the committee, and any special room requirements, *at least 4 weeks prior to the defense, or as soon as the date and time of the defense are settled*
- an electronic copy (.doc or .docx) of a 1-2 paragraph abstract, *at least 3 weeks prior to the defense*
- and, if available, an electronic copy of a 10-page abstract of the dissertation, *at least 3 weeks prior to the defense*

It is customary for the final oral exam to be a public event, with various faculty and graduate students from the Department of Philosophy, as well as family members of the doctoral candidate and other members of the general public, in attendance. However, at the student's discretion, the final oral exam may also be arranged as a private event, attendance at which, for all participants other than the examining committee members, is by invitation only. In either case, the Department Administrator William Weaver (wweaver@uchicago.edu), will help to arrange a room for the defense and, if necessary, will publicize the event to the relevant parts of the philosophical community at large.

If a student passes the oral exam, then it is a possibility in the final phase of the exam that the members of the student's dissertation committee will request a final round of revisions to the dissertation. The final granting of the degree is conditional upon the completion of these final revisions. These are to be made promptly after the exam and prior to the official submission of the PhD document to the Dissertation Office. After the dissertation is submitted, the student is encouraged to provide each member of the dissertation committee with an electronic version of the document in its final form.

Director of Graduate Studies

- Malte Willer

Director of Undergraduate Studies

- Agnes Callard

PHILOSOPHY COURSES

PHIL 30000. Introduction to 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): Autumn 2026 Kevin Davey Spring 2027 Ginger Schultheis Terms Offered: Autumn Spring

Prerequisite(s): Students may count either PHIL 20100 or PHIL 20012, but not both, toward the credits required for graduation.

Equivalent Course(s): HIPS 20700, PHIL 20100, CHSS 33500

PHIL 30012. Accelerated Introduction to Logic. 100 Units.

This course provides an introduction to logic for students of philosophy. It is aimed at students who possess more mathematical training than can be expected of typical philosophy majors, but who wish to study logic not just as a branch of mathematics but as a method for philosophical analysis. (II)

Instructor(s): Anubav Vasudevan Terms Offered: Autumn

Prerequisite(s): While no specific mathematical knowledge will be presupposed, some familiarity with the methods of mathematical reasoning and some prior practice writing prose that is precise enough to support mathematical proof will be useful.

Equivalent Course(s): PHIL 20012

PHIL 30097. Medieval Metaphysics: Thomas Aquinas on Potency and Act. 100 Units.

Our central text will be Thomas Aquinas's commentary on Metaphysics IX, which is Aristotle's thematic treatment of potency and act. We will frame this with other passages—from parts of Thomas's Metaphysics commentary, from his commentaries on other works of Aristotle, especially the Physics, and from some of his stand-alone writings—which exhibit ways in which he uses and extends the concepts. Time permitting, we will also look into Thomas's famous notion of being (*esse*) as the "actuality of all acts." It has Neoplatonic roots, and its compatibility with Aristotle's thought on being and act is disputed. (B)

Instructor(s): Stephen Brock Terms Offered: Spring

Prerequisite(s): Undergraduates who are not Philosophy majors need the instructor's consent.

Equivalent Course(s): PHIL 20097, FNLD 20097

PHIL 30308. What is Hegelianism? 100 Units.

The seminar will explore the fundamental issues in Hegel's philosophy by means of attention to the texts where he most clearly states his ambitions: his early essay, "The Difference Between Fichte's and Schelling's Systems of Philosophy"; The Introduction to his "Phenomenology of Spirit"; The long Introduction to his "Encyclopedia Logic"; The Preface and Introduction to his "Philosophy of Right," and the Introduction to his "Lectures on Fine Art."

Instructor(s): Robert Pippin Terms Offered: Autumn. Autumn 2024

Prerequisite(s): The course is open to graduate and undergraduate students.

Equivalent Course(s): SETH 20308, SETH 30308, PHIL 20308

PHIL 31002. Human Rights: Philosophical Foundations. 100 Units.

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

Instructor(s): Ben Laurence, Pozen Center for Human Rights Instructional Professor Terms Offered: Autumn

Equivalent Course(s): INRE 31602, MAPH 42002, HIST 39319, HIST 29319, DEMS 21002, PHIL 21002, HMRT 31002, HMRT 21002

PHIL 31013. Neo-Aristotelian Moral Philosophy. 100 Units.

What does it take to be a good person? How should we think about good and bad in human life? One prominent strand of thought on these questions is focused on strengths of character, drawing from work by Aristotle. Rather than working directly from Aristotle's writings about ethics and politics, we will think about the aspects of his metaphysics that bear on thought about human nature and good human conduct. We will consider his views on substances, causality, and life as a framework for our thinking. Having thought about humans in general, we will focus our attention on what makes a human being an exemplary one of its kind—virtue—and what makes for a sound human community. In this work, we will pay special attention to contemporary philosophical work that is openly indebted to Aristotle.

Instructor(s): Candace Vogler Terms Offered: Autumn

Equivalent Course(s): PHIL 21013

PHIL 31304. Introduction to Type Theory. 100 Units.

Type theory is a new way of thinking about logic in which proofs are associated with computational verifications. It revolves around the Curry-Howard correspondence, which connects the idea of proof with the idea of

computation. This class will introduce students both to the mathematical and philosophical issues involved in this way of looking at logic. In particular, the Curry-Howard correspondence will be examined in both simple and complex forms, culminating in versions of the Curry-Howard correspondence for classical logic that involve lambda calculi of catching and throwing exceptions, as well versions of the Curry-Howard correspondence for higher order logic that involve dependent type theory. This will all be used to give a novel account of the meaning of the logical connectives, as well as a different way of viewing the fundamental difference between intuitionistic and classical logic. The course will use notes from a forthcoming book, and students without knowledge of the lambda calculus are advised to contact the professor for some preparatory reading. The class is suitable for those who already have a working familiarity with the ideas of elementary logic. (B) (II)

Instructor(s): Kevin Davey Terms Offered: Winter

Equivalent Course(s): PHIL 21304

PHIL 31414. MAPH Core Course: Contemporary Analytic Philosophy. 100 Units.

This course is designed to provide MAPH students - especially those interested in pursuing a Ph.D. in Philosophy - with an introduction to some recent debates between philosophers working in the analytic tradition. The course is, however, neither a history of analytic philosophy nor an overview of the discipline as it currently stands. The point of the course is primarily to introduce the distinctive style and method - or styles and methods - of philosophizing in the analytic tradition, through brief explorations of some currently hotly debated topics in the field.

Instructor(s): Benjamin Callard Terms Offered: Autumn

Prerequisite(s): This course is open only to MAPH students. MAPH students who wish to apply to Ph.D. programs in Philosophy are strongly urged to take this course.

Equivalent Course(s): MAPH 31414

PHIL 31418. The Philosophy of Love. 100 Units.

From the moment he falls in love, even the wisest man no longer sees anything as it really is."

Instructor(s): Paskalina Bourbon Terms Offered: Winter

Equivalent Course(s): PHIL 21414

PHIL 31510. Experiencing the Impossible: An Introduction to 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 Theaetetus, 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) (II)

Instructor(s): David Finklestein Terms Offered: Spring

Prerequisite(s): Successful completion of at least two prior courses from UChicago's Department of Philosophy (not Core courses).

Equivalent Course(s): PHIL 21510

PHIL 31518. Liberation and Enlightenment. 100 Units.

The purpose of this course is to explore the relationship between the project of human freedom-the project of liberation-and the idea of enlightenment. The main theme is a question: Is liberation simply a matter of enlightenment? That is, does freedom come from a special kind of profound knowledge? Affirmative answers to this question can be found in many places across the world and history, from Gautama the Buddha and the Stoic Epictetus to Francis Bacon and Immanuel Kant. Others have insisted that enlightenment, while part of liberation, is not reducible to it: liberation is a social, economic, and political process, facilitated by a kind of realization about one's lack of freedom, but not reducible to it. This kind of thought is also ubiquitous: from Marcus Garvey and Frederick Douglass to Angela Davis and Catherine MacKinnon. Still others have been skeptical of enlightenment: most famously, Frankfurt school theorists Max Horkheimer and Theodore Adorno. At stake in this debate is a set of fundamental questions about the human condition and what one is to do with one's life. Why, for example, are we supposedly unfree? After all, many people-including many of you considering enrolling in this class-have relative freedom of bodily movement, the ability to choose when and where to eat your next meal, or whom to love. But all of these thinkers agree that we-all of us, from the college student to the political prisoner to the head of state-are unfree. Why? (A)

Instructor(s): John Proios Terms Offered: Winter

Equivalent Course(s): PHIL 21518

PHIL 31520. Forms of Knowledge I: World, Skepticism, and Language. 100 Units.

This is a two-part course, taught in the Winter and the Spring. Students may take one part without the other. The first part will be organized around the first half of Stanley Cavell's major philosophical work, The Claim of Reason. We will focus on the following topics: the role of criteria in epistemology, skepticism about knowledge of the external world, the nature of agreement in judgment, and the relation between meaning and use. In these

connections, we will also read work by G. E. Moore, A. J. Ayer, H. H. Price, J. L. Austin, Thompson Clarke, Ludwig Wittgenstein, Barry Stroud, and others.

Instructor(s): James Conant Matthias Haase Terms Offered: Winter
Equivalent Course(s): PHIL 21520

PHIL 31521. Forms of Knowledge II: Other Minds, Alienation, and Recognition. 100 Units.

This is a two-part course, taught in the Winter and the Spring. Students may take one part without the other. Part II of Forms of Knowledge will be organized around the second half of Stanley Cavell's major philosophical work, *The Claim of Reason*. We will focus on the following topics: the possibility of a private language, knowledge of other minds, recognition, alienation and the second person. In these connections, we will also read work by Thomas Reid, Ludwig Wittgenstein, John Cook, Alan Donagan, George Pitcher, G. E. M. Anscombe, John McDowell, Vincent Descombes, Richard Moran, Anita Avramides, Stephen Mulhall, and others.

Instructor(s): James Conant Matthias Haase Terms Offered: Spring
Equivalent Course(s): PHIL 21521

PHIL 31711. Nous: Ancient Theories of Mind, Thought, and the Divine. 100 Units.

This course will explore the notion of "nous", which could be translated as "mind," "intellect" or "thought," in the works of Anaxagoras, Plato, and Aristotle. Ancient theories of nous broadly understand nous to be something impersonal, divine, and to denote a form of thought prior to discursive scientific thinking. Further, nous is understood by all three philosophers as having a cosmological significance. We will attempt to understand the development of this idea, the reasons for its significance in ancient theories of the soul, of epistemology, cosmology, and of metaphysics.

Instructor(s): Arnold Brooks Terms Offered: Spring
Equivalent Course(s): PHIL 21711

PHIL 32307. Phenomenology and Existentialism: Being, Subjectivity, and Worldhood in 20th-Century Philosophy. 100 Units.

This course introduces students to key concepts, texts, and figures from the phenomenological tradition as it emerged and developed in Germany and France over the late-19th and 20th centuries. Students will engage with questions of intentionality, temporality, embodiment, finitude, and meaning-making. The course will pay particular attention to continuities and discontinuities between key figures. Major figures covered include Edmund Husserl, Edith Stein, Martin Heidegger, Hans-Georg Gadamer, Hannah Arendt, Maurice Merleau-Ponty, Simone de Beauvoir, Frantz Fanon, and Jean-Paul Sartre. (B)

Instructor(s): Magnus Ferguson Terms Offered: Spring
Prerequisite(s): At least one previous course in philosophy.
Equivalent Course(s): RLST 23207, PHIL 23207

PHIL 32702. Abortion: Morality, Politics, Philosophy. 100 Units.

Abortion is a complex and fraught topic. Morally, a very wide range of individual, familial, and social concerns converge upon it. Politically, longstanding controversies have been given new salience and urgency by the Dobbs decision and the ongoing moves by state legislatures to restrict access to abortion. In terms of moral philosophy, deep issues in ethics merge with equally deep questions about the nature of life, action, and the body. In terms of political philosophy, basic questions are raised about the relationship of religious and moral beliefs to the criminal law of a liberal state. We will seek to understand the topic in all of this complexity. Our approach will be thoroughly intra- and inter-disciplinary, drawing not only on our separate areas of philosophical expertise but on the contributions of a series of guest instructors in law, history, and medicine. (A)

Instructor(s): Jason Bridges; Dan Brudney Terms Offered: Not offered in 2026-2027
Equivalent Course(s): HIPS 22701, GNSE 22705, HLTH 22700, HMRT 22702, PHIL 22702, BPRO 22700, GNSE 32705

PHIL 32745. Moral Meanings in the Novels of Henry James. 100 Units.

The seminar will consist in a close reading of two of Henry James's great last novels, *The Ambassadors* and *The Golden Bowl*. The novels are widely regarded as the finest examples of English literary prose, composed in James's distinctive (and "difficult") late style. But the novels also require intense attention to a wide range of philosophical issues. These issues arise in James's attempt to portray human experiences of one's own mindedness and judgements as well as experiences of others in a social context James understands as historically distinctive: the decline of authoritative European moral conventions and the adequacy of the new conventions arising in American capitalism and consumerism. (What does "decline" mean in such a context and what could count as adequacy or inadequacy?) Many of the emerging issues involve both psychological and moral dimensions: how should we understand why someone would "change his mind" about fundamental matters of principles? What is self-deceit and why is it so prominent in the novels? How is self-deceit different from willful self-blindness and self-opacity? What counts as genuine self-knowledge? What is the relation between intelligence and virtue? What could require self-renunciation in the service of some ideal? Throughout, we shall be concerned with how the treatment of such issues in the novels could be considered a "philosophic" treatment in literary form rather than traditional philosophical analysis.

Instructor(s): Robert Pippin Terms Offered: Spring
Equivalent Course(s): SCTL 32745, PHIL 22745

PHIL 32960. Bayesian Epistemology. 100 Units.

Epistemology is the study of belief, and addresses questions like "what are we justified in believing?" and "when does a belief count as knowledge?" This course will provide an overview of Bayesian epistemology, which treats belief as coming in degrees, and addresses questions like "when does rationality require us to be more confident of one proposition than another?", "how should we measure the amount of confirmation that a piece of evidence provides for a theory?", and "which actions should we choose, based on our judgments about how probable various consequences are?" (B) (II)

Instructor(s): Mikayla Kelley Terms Offered: Spring

Prerequisite(s): Logic or some other college level mathematics course.

Equivalent Course(s): PHIL 22960

PHIL 33115. Aristotle's Physics: Matter, Form, and Motion. 100 Units.

In a way the course is text-oriented: our focus will be much of the first three books of Aristotle's *Physics*. But the topics of these texts comprise a substantial portion of most anyone's list of 'Aristotle essentials': his hylomorphism, definition of nature, theory of causes, chance and luck, natural teleology, nature and necessity, definition of motion. In addition to being a good introduction to a substantial portion of Aristotle's 'system,' studying these texts will help develop facility in handling some of Aristotle's philosophical vocabulary and distinctions. (A) (III)

Instructor(s): Sean Kelsey Terms Offered: Winter

Equivalent Course(s): PHIL 23115

PHIL 33404. Science and Values. 100 Units.

Ever since the establishment of modern science, a central topic of discussion is whether and how scientific reasoning differs from political, moral, or philosophical reasoning. One of the traditionally identified unique features of science is its 'ideal' of being 'value-free'. The value-free ideal of science states that scientific reasoning from evidence to theory should not be influenced by social, political, or moral values. In recent decades numerous philosophers of science have concerted that the value-free ideal of science is neither attainable nor desirable. Some of the motivations for this criticism are to promote traditionally underrepresented perspectives such as feminism in science and to rethink the social and moral responsibilities of scientists beyond those understood under scientific integrity. The main upshot of this critique is that scientific objectivity must be redefined in a way that does not imply value-freedom. This course will give an outlook on the central ideas and concepts in the science and values debate and beyond it. The core philosophical discussion will focus on the main arguments for the untenability or undesirability of the value-free ideal and their criticisms. The broader context of discussion will include topics such as the science-society relationship, how scientific expertise and scientifically informed policy relates to democratic governance, public trust in science, and misinformation. (B)

Instructor(s): Duygu Uygun Tunc Terms Offered: Spring

Prerequisite(s): One previous philosophy course. Open to undergraduate and MA students, and all others with consent.

Equivalent Course(s): CHSS 33404, PHIL 23404, HIPS 23404

PHIL 33409. Introduction to Heidegger. 100 Units.

An introduction to the most important elements of Heidegger's philosophy, including: his account of the distinctness of human existence, his basic ontological theory, his account of Western modernity, his philosophy of art, and his relation to other philosophers, especially to Nietzsche.

Instructor(s): R. Pippin Terms Offered: Autumn

Note(s): Prior work in philosophy is advisable.

Equivalent Course(s): PHIL 23409, SCTH 33901

PHIL 33417. Plato's Theory of Forms. 100 Units.

Plato's theory of forms is perhaps the first complete philosophical idea in the Greek tradition. It is so fundamental to the activity of philosophy, that the entire subject might be summarized as "a series of alternatives to Plato's theory of Forms." We sketch out the development of this theory from its earliest presentations in dialogues like the *Republic* through Plato's own reconsideration of the theory in *Parmenides*, to the late presentations of the theory in *Sophist* and *Philebus*. (B)

Instructor(s): Arnold Brooks Terms Offered: Winter

Prerequisite(s): This course is intended as a standalone course but it constitutes excellent preparation for Aristotle's *Metaphysics* (Spring 2026). History of Philosophy I: Ancient Greek and Roman Philosophy (PHIL 25000) is recommended but not required.

Equivalent Course(s): PHIL 23417

PHIL 34103. First-Personal Memory: Locke, Freud, and Wittgenstein. 100 Units.

At the start of the quarter, we'll distinguish an investigation of remembering, understood as something that a person does, from the kind of subpersonal inquiry into mechanisms of encoding, storage, and retrieval that figure in cognitive scientific accounts of "memories" (in one sense of this term that will need elucidation). Our investigation will be of the former sort. In pursuing it, we'll explore connections between remembering and consciousness, i.e., between the sort of conscious awareness that I ordinarily enjoy of my current thoughts, feelings, experiences, etc., on the one hand, and the sort of awareness I have of my past thoughts, feelings, and experiences (i.e., those that I've not forgotten), on the other. Amongst our aims will be to gain an understanding of: (1) what Locke gets right when he suggests that "consciousness can be extended backwards to [a] past Action

or Thought"; (2) what Freud gets right when he suggests that a person may come to remember, and so be able to give voice to, an experience that had previously been unconscious; and (3) how a person's relations to her past are formally different from the relations a non-linguistic animal can bear to its past. Prerequisites: Although this course has no official prerequisites, it is not an introduction to philosophy. You'll have an easier time in it if you've already studied some epistemology or metaphysics and, ideally, spent some time engaged with the work of Wittgenstein or Freud. (B) (IV)

Instructor(s): David Finkelstein Terms Offered: Autumn

Equivalent Course(s): PHIL 24103

PHIL 34261. Kant's Ethical Theory. 100 Units.

A study of the moral philosophy of Immanuel Kant as presented in his *Groundwork of the Metaphysics of Morals*, *Critique of Practical Reason*, *Metaphysics of Morals*, and *Religion Within the Boundaries of Mere Reason*. (A) (IV)

Instructor(s): Thomas Pendlebury Terms Offered: Autumn

Equivalent Course(s): PHIL 24261

PHIL 35104. Aristotle's De Anima. 100 Units.

A careful study of Aristotle's *De Anima* in its entirety. (B)

Instructor(s): Sean Kelsey Terms Offered: Autumn

Equivalent Course(s): PHIL 25104

PHIL 35714. An Introduction to Wittgenstein's Tractatus. 100 Units.

This will be an introductory course on Wittgenstein's *Tractatus*. The seminar will be organized around the following proposal: the book is meant to reveal the sort of understanding that is at stake whenever a philosophical problem arises. It teaches that such understanding is not a form of knowledge - and in particular not scientific knowledge- of whether or why something is the case. Its clarification of the sort of understanding at issue here allows for a reading according to which the *Tractatus*, contrary to what most commentators assume, seeks to affirm rather than to cancel philosophy. It affirms it as a fundamental concern with understanding distinct from science or from reason.

Instructor(s): Irad Kimhi Terms Offered: Autumn. Autumn 2024

Prerequisite(s): Background in philosophy for Undergrads.

Note(s): Undergrads require the Instructor's consent to register.

Equivalent Course(s): SETH 25714, PHIL 25714, FNDL 25714, SETH 35714

PHIL 35715. Aristotle: Action, Embodied Agents and Value in Acting. 100 Units.

The aim of the course is to understand and assess central aspects of Aristotle's account of actions and agency. We will locate his views within the context of his discussion of (a) the relation between psychological and physical states, processes, and activities and (b) the value of acting well. The course is aimed at graduates and advanced undergraduates (seniors and juniors) in Philosophy or Classics.

Instructor(s): David Charles Terms Offered: Autumn. Autumn 2024

Prerequisite(s): Knowledge of Greek is not required. The course is aimed at graduates and advanced undergraduates (seniors and juniors) in Philosophy or Classics.

Note(s): Only senior Undergraduates with the instructor's consent can register. No consent is required for Graduate Students. Auditors are allowed subject to enrollment and with the instructor's permission. Auditors will be expected to attend all classes, complete all reading assignments, and participate in class discussions, but not to complete writing assignments.

Equivalent Course(s): CLCV 25924, CLAS 35924, FNDL 25715, SETH 25715, SETH 35715, PHIL 25715

PHIL 35716. The Linguistic Turn in Philosophy (Language, Meaning, Being) 100 Units.

How did philosophy come to be understood in the twentieth century as a special concern with our language?

We shall deal with this question by studying the central philosophical approaches to language and philosophy (Frege, Wittgenstein, Carnap, Quine, Davidson, Dummett, McDowell).

Instructor(s): Irad Kimhi Terms Offered: Winter. Winter 2025

Prerequisite(s): Consent Required for Undergraduate Students.

Equivalent Course(s): SETH 35716, PHIL 25716, FNDL 25716

PHIL 35717. Language, Computing, Technology. 100 Units.

A.M Turing opens his essay *COMPUTING MACHINERY AND INTELLIGENCE* as follows: 'I propose to consider the question, "Can machines think?" This should begin with definitions of the meaning of the terms "machine" and "think."' We shall accordingly address the question "Can machines think?" by thinking about machines and thinking. Readings include: from L. Wittgenstein's writings on mathematics (his dialogue with Turing and his response to Gödel incompleteness proof,) and Heidegger's *the Question Concerning Technology*.

Instructor(s): Irad Kimhi Terms Offered: Winter

Equivalent Course(s): PHIL 25717, SETH 35717

PHIL 35733. Heidegger and the Gods (I): Philosophy and Theology. 100 Units.

This seminar marks the beginning of a triad - (II) Philosophy and Poetry, (III) Philosophy and Politics - which confronts Heidegger's thinking with particular attention to the question of what significance it attaches to the gods and to the divine after the "death of God" - from the early encounter with Christian theology; to the expectation of the "last God as beginning"; to the conception of the "fourfold" of heaven and earth, mortals and

divinities; to the saying "Only a God can save us." At the center will be Heidegger's appeal to Hölderlin's poetry; the consequences for philosophy and politics will form the vanishing point.

Instructor(s): Heinrich Meier Terms Offered: Spring

Equivalent Course(s): FNDL 25750, DVPR 35750, SCTH 35750, GRMN 35750, PHIL 25733

PHIL 36520. Mind, Brain and Meaning. 100 Units.

What is the relationship between physical processes in the brain and body and the processes of thought and consciousness that constitute our mental life? Philosophers and others have puzzled over this question for millennia. Many have concluded it to be intractable. In recent decades, the field of cognitive science--encompassing philosophy, psychology, neuroscience, computer science, linguistics, and other disciplines--has proposed a new form of answer. The driving idea is that the interaction of the mental and the physical may be understood via a third level of analysis: that of the computational. This course offers a critical introduction to the elements of this approach, and surveys some of the alternative models and theories that fall within it. Readings are drawn from a range of historical and contemporary sources in philosophy, psychology, linguistics, and computer science. (B) (II)

Instructor(s): Melinh Lai; Zach Lebowski Terms Offered: Autumn Winter

Equivalent Course(s): PHIL 26520, LING 36520, PSYC 26520, PSYC 36520, EDSO 20001, LING 26520, EDSO 30001, SIGN 26520, COGS 20001, COGS 30001

PHIL 37327. Lucretius. 100 Units.

We will read selections of Lucretius' magisterial account of a universe composed of atoms. The focus of our inquiry is: how did Lucretius convert a seemingly dry philosophical doctrine about the physical composition of the universe into a gripping message of personal salvation? The selections include Lucretius' vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.

Instructor(s): Elizabeth Asmis Terms Offered: Winter

Equivalent Course(s): PHIL 27327, LATN 32100, FNDL 27601, LATN 22100

PHIL 37328. Friedrich Nietzsche: The Gay Science. 100 Units.

The Gay Science is the only work that Nietzsche wrote and published before and after the Zarathustra experiment of 1883-1885. It first appeared in 1882, ending with the last aphorism of Book IV and anticipating verbatim the opening of Thus Spoke Zarathustra. In 1887 Nietzsche republished The Gay Science and added a substantial new part: Book V looks back to "the greatest recent event" announced by The Gay Science of 1882, "that 'God is dead.'" I shall concentrate my interpretation on books IV and V, the only books of The Gay Science for which Nietzsche provided titles: "Sanctus Januarius" and "We Fearless Ones." And I shall pay special attention to the impact of the Zarathustra endeavor, which separates and connects these dense and carefully written books.

Instructor(s): Heinrich Meier Terms Offered: Spring, Spring 2025

Prerequisite(s): Undergraduates Need Instructor's Permission to Register.

Note(s): The seminar will take place in Foster 505 on Mondays and Wednesdays, 10:30 a.m. – 1:20 p.m.*, during the first five weeks of the term (March 24 – April 23, 2025).

Equivalent Course(s): PHIL 27328, GRMN 37327, FNDL 27328, SCTH 37327

PHIL 37382. Philosophy of the City: Community, Conflict and Justice. 100 Units.

In this course we examine questions such as: What is a city? What (if anything) is distinctively good about city life? Cities have been criticized for being dirty, polluted, overcrowded, ugly, lacking in opportunities to connect with nature, chaotic, alienating, and dangerous--to the extent that these criticisms are accurate, can they be addressed without abandoning urban life altogether? And what are the makings of a just city, if such a thing is possible? To tackle these problems we will read authors such as Plato, Aristotle, Diogenes, Rousseau, Emerson, Dickens, Marx and Fanon, among others.

Instructor(s): Tyler Zimmer Terms Offered: Winter

Equivalent Course(s): PHIL 27382

PHIL 37507. Introduction to Kant: The First Critique. 100 Units.

This course will be an intensive introduction to the Critique of Pure Reason by Immanuel Kant.

Instructor(s): Maya Krishnan Terms Offered: Autumn

Equivalent Course(s): PHIL 27507

PHIL 37523. Reading Kierkegaard. 100 Units.

This will be a discussion-centered seminar that facilitates close readings two texts: Philosophical Fragments and Concluding Unscientific Postscript. Each of these texts is officially by the pseudonymous author Johannes Climacus. But the author of that author is Søren Kierkegaard. Topics to be considered will include: What is subjectivity? What is objectivity? What is irony? What is humor? What is the difference between the ethical and the religious? What is it to become and be a human being? We shall also consider Kierkegaard's form of writing and manner of persuasion. In particular, why does he think he needs a pseudonymous author? (IV)

Instructor(s): Jonathan Lear Terms Offered: Winter

Prerequisite(s): This course is intended for undergraduate majors in Philosophy and Fundamentals and graduate students in Social Thought and Philosophy. Permission of instructor required.

Equivalent Course(s): SCTH 37523, PHIL 27523, SCTH 27523, FNDL 27523

PHIL 38207. Freud: A Philosophical Introduction. 100 Units.

Although Sigmund Freud was often dismissive of the views of philosophers, both his theoretical and clinical works bear on, or directly engage with, questions that are central to the philosophy of mind—questions having to do with the nature of, and relations between, consciousness, perception, memory, speech, and various ways in which a mind may be either unified or disunified. The aim of this course is to introduce students to (some of) Freud's writings from, as it were, a philosophical vantage point. In pursuing this aim, we'll be greatly aided by Jonathan Lear's richly rewarding (and simply titled) *Freud*. (I plan for us to spend some significant portion of the course moving back and forth between Lear's book and writings by Freud that Lear aims to elucidate therein.) In addition, we'll be drawing on works by a variety of other psychoanalysts and philosophers of psychology, among them: Christopher Bollas, Donald Davidson, Adam Phillips, Paul Wachtel, and Richard Wollheim. (B) (II)

Instructor(s): David Finkelstein Terms Offered: Autumn

Equivalent Course(s): PHIL 28207

PHIL 38500. Sartre's Being and Nothingness. 100 Units.

This will be a close reading of Sartre's great early work, *Being and Nothingness* (1943), focusing on his account of consciousness, freedom, anguish, and bad faith, as well as his conception of basic relations to other persons such as desire, shame, and love. We may also spend some time considering the development and critique of Sartre's ideas in Simone de Beauvoir's *The Ethics of Ambiguity* and in her classic work of philosophical feminism, *The Second Sex*.

Instructor(s): Matthew Boyle Terms Offered: Winter

Equivalent Course(s): PHIL 28500

PHIL 39907. Philosophy of AI: Tools, Technology, and Human Agency. 100 Units.

The invention of advanced AI technology is often said to introduce a radical change in the human form of life. The course will approach this issue through the philosophy of action. At the center of the class will stand the following three questions: In what sense can artificial intelligence support a form of agency? How does human agency differ from it? And how does human agency change because of it? The class investigates these questions by drawing on the history of the philosophy of technology as well as on contemporary debates on AI in the philosophy of mind, cognitive science, and social theory. The idea that human beings are tool-using animals is found in Aristotle. Two and a half millennia later, in the 19th century, philosophers were confronted with the radical transformation brought about by the ubiquity of machine production in the industrial revolution. This raised fundamental questions about the reach, form, and value of human agency. For instance, does the machine enable the realization of the utopian promise of liberation from toil, or rather the dystopian threat of the wholesale replacement of human beings? Such questions are anticipated in the work of thinkers like Hegel, Kapp, and Marx. In different ways, they taken up in the 20th by philosophers such as Arendt, Heidegger, and Marcuse. Parallel questions are raised today by the radical transformation brought about by artificial intelligence.

(A) or (B) and (I) or (II)

Instructor(s): Matthias Haase; Mikayla Kelley Terms Offered: Winter

Equivalent Course(s): PHIL 29907

PHIL 41213. Literature and Philosophy: Knowing, Being, Feeling. 100 Units.

Modern theories of the subject – theories that answer the questions of what we are, how we are, and how we relate to others – have their roots in the seventeenth and eighteenth centuries. Philosophers of the era, finding themselves free to diverge from classical accounts of the human and its world, pursued anew such questions as: What is the mind and how does it come by its ideas? How do we attain a sense of self? Are we fundamentally social creatures, or does the social (at best) represent a restriction on our animal drives and passions? Literature, meanwhile, examined these questions in its own distinct manner, and in doing so witnessed what many scholars recognize as the birth of the novel – a genre for which accounts of the subject are of central importance. This interdisciplinary course will read widely in Early Modern and "Enlightenment" literature and philosophy to better understand the roots of contemporary accounts of the subject and the social. Philosophical readings will include texts by John Locke, David Hume, Adam Smith, Mary Astell, Thomas Reid, Marya Schechtman, and Stephen Darwall. Literary readings will include Richard Steele, Alexander Pope, Horace Walpole, Eliza Haywood, John Cleland, Ignatius Sancho, Laurence Sterne, and Jane Austen. (A)

Instructor(s): Andrew Pitel; Tristan Schweiger Terms Offered: Winter

Prerequisite(s): Open to undergraduate and MA students, and all others with consent.

Equivalent Course(s): PHIL 21213, ENGL 41213, MAPH 41213, ENGL 21213

PHIL 47200. Spinoza's Ethics. 100 Units.

An in-depth study of Benedict Spinoza's major work, the *Ethics*, supplemented by an investigation of some of his early writings and letters. Focus is on Spinoza's geometric method, the meaning of and arguments for his substance monism, his doctrine of parallelism, and his account of the good life.

Instructor(s): Andrew Pitel Terms Offered: Spring

Prerequisite(s): Open to undergraduate and MA students, and all others with consent.

Equivalent Course(s): PHIL 27200, MAPH 47200

PHIL 47205. Early Modern Metaphysics. 100 Units.

In this seminar we will read, write, and think about central metaphysical concepts – concepts such as substance, essence, quantity, identity, part and whole, causation, and infinity – as they develop in the early modern period. Figures we are likely to read include Descartes, Hobbes, Spinoza, Locke, Malebranche, and Leibniz. We will

occasionally look to the medieval tradition to which these thinkers are indebted, and against which they are reacting, as well as to recent scholarship on the period.

Instructor(s): Andrew Pitel Terms Offered: Winter

Equivalent Course(s): PHIL 27205

PHIL 49701. Topical Workshop. 100 Units.

This is a workshop for 3rd year philosophy PhD students, in which students prepare and workshop materials for their Topical Exam.

Instructor(s): Matthias Haase Terms Offered: Autumn Winter

Prerequisite(s): A two-quarter (Autumn, Winter) workshop for all and only philosophy PhD students in the relevant years.

PHIL 49702. Paper Revision and Publication Workshop. 100 Units.

Preparing papers to submit to journals for review and revising papers in response to the feedback received from journal editors and referees is an essential part of professional academic life, and students applying for academic positions with no publications to their name are at a disadvantage in today's highly competitive job market. The Department of Philosophy has therefore instituted the Paper Revision and Publication Workshop to provide our graduate students with support and assistance to prepare papers to submit for publication in academic philosophy journals. The workshop was designed with the following three aims in mind: 1. to provide students with a basic understanding of the various steps involved in publishing in academic journals and to create a forum in which students can solicit concrete advice from faculty members about the publishing process; 2. to direct and actively encourage students to submit at least one paper to a journal for review on a timeline that would allow accepted submissions to be listed as publications on a student's CV by the time they go on the academic job market; and 3. to create and foster a departmental culture in which the continued revision of work with the ultimate aim of publication in academic journals is viewed as an essential aspect of the professional training of our graduate students and in which both faculty and students work together to establish more ambitious norms for publishing while in graduate school.

Instructor(s): Matthias Haase Terms Offered: Spring

Prerequisite(s): PhD students in Years 2-6, with approval by the DGS.

PHIL 49900. Reading & Research. 100 Units.

Reading and Research.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Consent of Instructor.

PHIL 50100. First-Year Seminar. 100 Units.

This course meets in Autumn and Winter quarters.

Instructor(s): James Conant Terms Offered: Autumn Winter

Prerequisite(s): Enrollment limited to first-year graduate students.

PHIL 50275. Aristotle Metaphysics Iota. 100 Units.

Iota is a relatively neglected book of Aristotle's Metaphysics; but it's primary topic-unity-is an important theme running throughout the work. In this course we will make our way through it, slowly and carefully, guided by Castelli's translation and commentary in the Clarendon Aristotle series and select secondary literature.

Instructor(s): Sean Kelsey Terms Offered: Spring

PHIL 51106. Ethics of Body Modification: Autonomy, Personhood, and the Self. 100 Units.

Body modification is a way to control what is most intimately ours-our bodies. At its best, it empowers us make choices about our own bodies, turning them into tattooed canvases, finely-honed athletic machines, or just safer and more pleasant places to live. At its worst, it is a tool that others can use to coerce us: controlling our ability to reproduce, forcing our bodies into uncomfortable shapes because society deems them "normal", or pressuring us toward the costly and ultimately futile pursuit of beauty, youth, and thinness. This course explores the ethics of body modification, considering examples from tattooing to plastic surgery to athletic training to psychoactive drugs.

Instructor(s): Ray Briggs Terms Offered: Spring

PHIL 51417. Philosophy and Psychoanalysis. 100 Units.

In this seminar we will discuss the fundamental concepts of psychoanalysis, psychoanalytic theory, and psychoanalytic understandings of human well-being. Readings will be drawn from work by Sigmund Freud, Jacques Lacan, Melanie Klein, Hans Loewald, and others.

Instructor(s): Candace Vogler Terms Offered: Winter

PHIL 51710. Aristotle's Eudemian Ethics. 100 Units.

The Eudemian Ethics is one of Aristotle's two major works about the nature of human happiness. Although not as famous as its Nicomachean counterpart, it is filled with distinctive, fascinating, and philosophically appealing discussions about virtue (including the super-virtue, "noble-goodness"), deliberation, luck, friendship, and the relation of all of these to "living well." It also contains important discussions about philosophical methodology and ethical teleology. We will read our way through some of the EE's most interesting arguments, taking advantage of the many recent articles written about them.

Instructor(s): Gabriel Richardson Lear Terms Offered: Autumn

Equivalent Course(s): CLAS 31710

PHIL 51788. What Is Slavery? Ancient and Modern Perspectives. 100 Units.

Practices of enslavement are common in recent human history. Focusing on transhistorical practices offers a unique opportunity to learn about the communities in which they occur, comparative aspects of slavery, and how slavery and labor are bound up in all aspects of a society, from the economy to politics to art and culture. This course will be about the entanglements of slavery and philosophy in ancient Greece and Rome and their transhistorical implications. The main questions of the course include: What were the realities of slavery at the time that prominent ancient philosophers lived? How did they engage with these realities in their philosophical works, both in obvious and non-obvious ways? What were the legacies of ancient philosophical writings about slavery in later discussions of slavery in Europe, the Americas, and elsewhere? How can contemporary perspectives on slavery help us to understand the institution? And what can be learned about how slavery is represented in different cultures by focusing on ancient Greek and Roman philosophers? The course is organized around key ancient texts and topics in ancient and contemporary slavery studies. (III)

Instructor(s): John Proios Patrice Rankine Terms Offered: Winter

Equivalent Course(s): CLAS 41788

PHIL 51830. Advanced Topics in Moral, Political & Legal Philosophy. 100 Units.

Topic: IS MORALITY OBJECTIVE OR CREATED? NIETZSCHE, PLATO AND THE GREEKS Nietzsche claims that "genuine philosophers" (unlike "philosophical laborers" like Kant and Hegel, who simply "press into formulas" existing moralities) are creators of value, or, as he puts it, "commanders and legislators: they say, 'Thus it should be,' they determine first the 'where to?' and 'what for' of a people" (Beyond Good and Evil, section 211). If Kant and Hegel are not "genuine philosophers" in this sense, then who is? Homer? The Presocratics? Plato? Nietzsche? And what values then does Nietzsche create? The first half of the seminar will examine Nietzsche's reasons for treating moralities as historical artifacts, that can be explained in terms of the psychological needs of particular peoples at particular times, rather than timeless or objective standards governing human conduct. We then consider the possibility that Nietzsche is a "genuine philosopher," a "creator of values," and try to understand what that means. In the second half of the seminar, we consider whether several major Greek figures—Homer, whom Nietzsche lauds; the Presocratics, whom he, likewise, admires; and Plato, about whom Nietzsche is decidedly more ambivalent—created new values. Nietzsche readings will be from Daybreak, The Gay Science, Thus Spoke Zarathustra, Beyond Good and Evil, On the Genealogy of Morality, and Twilight of the Idols, as well as his early lectures on Philosophy in the Tragic Age of the...

Instructor(s): Michael Forster; Brian Leiter Terms Offered: Winter

Prerequisite(s): Instruction permission required for students outside the philosophy PhD program or the law school.

PHIL 53027. Intersubjectivity. 100 Units.

The seminar will be a consideration of some problems about what it is to encounter, recognize, and understand another subject - a mind that is not one's own. Questions to be considered include: 1. What role, if any, does our understanding of our own minds plays in grounding our understanding of other minds? 2. In what ways does our knowledge of other persons depend on perception? What role does perception of bodies play in our awareness of other minds? Can we perceive the mental states of another person, or must we always make an inference from something exterior and visible to something interior and invisible? 3. Does understanding other minds require possession of a "theory of mind"? To what extent is our understanding of other minds appropriately conceived as a kind of theoretical understanding? 4. How is our capacity to understand other subjects related to our capacity to stand in relations of "mutual recognition" with other subjects? Is the idea of another mind fundamentally the idea of a "second person", a "you" to my "I"? 5. What is the relation between understanding other minds and feeling concern for other persons? Is our capacity for shame, empathy, a sense of justice, etc. grounded on our understanding of other minds, or do such forms of concern for others themselves ground our understanding of what another mind could be?

Instructor(s): Matthew Boyle Terms Offered: Winter

PHIL 53540. The Problem of Other Minds. 100 Units.

This course will explore the problem of other minds, beginning with a comparison of this problem with others to which it is sometimes thought to be closely related. Our first object of comparison in this regard will be with the problem of our knowledge of the external world. We will explore supposed similarities and differences between other minds and external world skepticism and between various philosophical responses to each. The main asymmetry between these two problems is often held to lie in the idea that knowing another mind is a matter of knowing a special kind of content. (Human beings are not mere objects. When one knows another mind, one knows a formally distinct kind of object than a mere material thing.) We will also explore the idea that the most fundamental difference between the two problems lies not merely in the content but in the form of the knowledge. This requires treating the problem of other minds as one whose solution requires attention to the second person form-one in which, in the paradigmatic case, two subjects are known to each other. In this connection, we will explore a variety of forms of nexus-linguistic, epistemological, and ethical-in which a pair of subjects can stand in a reciprocal cognitive relation to one another. The primary readings for the course will be from Elizabeth Anscombe, Anita Avramides, Stanley Cavell, John Cook, Vincent Descombes, Martin Gustafsson, Jennifer Hornsby, John McDowell, Richard Moran, and Ludwig... (II)

Instructor(s): James Conant Terms Offered: Spring

PHIL 54110. Philosophy of Wilfred Sellars. 100 Units.

This course will look carefully at some of Sellars's most important philosophical writings, focusing especially his classic monograph *Empiricism and the Philosophy of Mind* and various closely related writings, with an eye toward those aspects of his treatment of topics that have continued to prove influential in recent philosophy. We will end the course with a closer look at Sellars's interpretation of Kant, with special attention to how his own philosophy builds on and reworks a number of Kantian themes. Throughout the course, we will attend to those contemporaneous philosophers whom Sellars himself engaged most with (e.g., Lewis, Ayer, Schlick, Chisolm) in order better to understand his criticisms of them, as well as to those philosophers who over the past several decades have contributed most to the revival of Sellars's thought (e.g. Rorty, Brandom, McDowell) in order to compare and assess the very different strands of Sellarsian philosophy currently on offer in the contemporary journal literature.

Instructor(s): James Conant Terms Offered: Autumn

PHIL 55513. The Question What to Do. 100 Units.

The question what to do is commonly said to articulate the fundamental concern of the practical intellect. But when it comes time to explain what it means, philosophers often substitute, for the original question, various other questions. Substitutes include, "What should I (or one) do?," "What would it be good (or right) to do?," "What is there most (or sufficient) reason to do?," and "What is the best (or an adequate) option?" In this advanced research seminar, we will approach a range of foundational topics in practical philosophy-e.g., intention, action, agency, practical reason and normativity-by considering the question what to do in its natural habitat, an arbitrary moment of an ordinary day. Readings will include contemporary literature and a manuscript by the instructor. (I)

Instructor(s): Anton Ford Terms Offered: Spring

PHIL 55806. Aristotle's Metaphysics Book Theta. 100 Units.

A close reading of Aristotle's *Metaphysics* Θ, along with Jonathan Beere's *Doing and Being*. (III)

Instructor(s): Sean Kelsey Terms Offered: Winter

PHIL 56910. Kant's Transcendental Dialectic. 100 Units.

A study of the Transcendental Dialectic of Kant's *Critique of Pure Reason*. (IV)

Instructor(s): Maya Krishnan; Thomas Pendlebury Terms Offered: Winter

PHIL 59903. Modern Indian Political and Legal Thought. 100 Units.

India has made important contributions to political and legal thought, most of which are too little-known in the West. These contributions draw on ancient traditions, Hindu and Buddhist, but transform them, often radically, to fit the needs of an anti-imperial nation aspiring to inclusiveness and equality. We will study the thought of Rabindranath Tagore (Nationalism, *The Religion of Man*, selected literary works); Mohandas Gandhi (*Hind Swaraj* (Indian Self-Rule), *Autobiography*, and selected speeches); B. R. Ambedkar, the chief architect of the Indian Constitution (*The Annihilation of Caste*, *The Buddha and his Dhamma*, and selected speeches and interventions in the Constituent Assembly); and, most recently, Amartya Sen, whose *The Idea of Justice* is rooted, as he describes, both in ancient Indian traditions and in the thought of Tagore. We will periodically contrast the thought of the founding generation with the ideas of the Hindu Right, dominant today. (I)

Instructor(s): Martha C. Nussbaum Terms Offered: Winter

Prerequisite(s): This is a seminar open to all law students, and to others by permission.

Equivalent Course(s): PLSC 59903, RETH 59903

PHIL 59950. Workshop: Job Placement. 000 Units.

Course begins in late Spring Quarter and continues the following Autumn Quarter.

Instructor(s): Ginger Schultheis Terms Offered: Autumn Spring

Prerequisite(s): This workshop is open only to PhD Philosophy graduate students planning to go on the job market in the Autumn of 2026-27. Approval of dissertation committee is required.

PHIL 70000. Advanced Study: Philosophy. 300.00 Units.

Advanced Study: Philosophy

Instructor(s): Kevin Davey Terms Offered: Autumn Spring Winter

