Department of Philosophy

Chair
• Gabriel Lear
  Director of Graduate Studies
• Daniel Brudney
Professors
• Daniel Brudney
• James Conant
• Arnold Ira Davidson
• Michael Kremer
• Gabriel Richardson Lear
• Jonathan Lear, Social Thought
• Martha C. Nussbaum, Law
• Robert Pippin, Social Thought
• Robert J. Richards, History
• Josef J. Stern
• Candace A. Vogler
Associate Professors
• Jason Bridges
• Kevin Davey
• David Finkelstein
Assistant Professors
• Agnes Callard
• Anton Ford (Director of Undergraduate Studies)
• Ben Laurence
• Raoul Moati
• Anubav Vasudevan
• Malte Willer
Emeritus Faculty
• Howard Stein
• William W. Tait
• William C. Wimsatt
Full-time Lecturers
• Benjamin Callard
• Bart Schultz
Part-Time Lecturers
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 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.

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

Students admitted to doctoral study are typically awarded a five-year fellowship package that includes full tuition, academic year stipends, summer stipends, and medical insurance. Teaching training is a vital part of the educational experience at the University, so all fellowships include a required teaching component.

**THE DEGREE OF MASTER OF ARTS**

The Philosophy Department does not admit students directly into an M.A. program. Master’s degrees are awarded only to students who are enrolled in a Ph.D. program at the University of Chicago. These can be either:

- Doctoral students in another discipline who seek a “secondary” M.A. in Philosophy, in conjunction with their doctoral studies in that other discipline; or
- Doctoral students in Philosophy who want to receive the M.A.

The requirements for the degree are the same in either case. The requirements can be satisfied entirely by course-work; no thesis is required. They are specified in five clauses:

- **Quality:** No course for which the student received a grade lower than a B+ will satisfy any requirement for the M.A.
- **Level:** Only courses taken at the graduate level (that is, with a course-number of 30000 or higher) can satisfy any requirement for the M.A.
• Quantity: The student must complete at least eight 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—except the first-year seminar, which counts as one course if passed.)

• Distribution: The student must have taken at least one designated course in each of the Philosophy Department's five “areas” — namely:
  • Area I: Value theory
  • Area II: Philosophy of science, philosophy of language, and logic
  • Area III: Epistemology and metaphysics
  • Area IV: Ancient or Medieval philosophy
  • Area V: Modern philosophy (17th-19th centuries)

• Elementary Logic: The student must demonstrate competence in elementary logic. This can be achieved by an interview in which the candidate satisfies one of the Department's logicians that he or she has the required competence, or by taking the Elementary Logic course (PHIL 30000 Elementary Logic), or any more advanced logic course offered by the Department. 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 M.A. at any time after they have completed the requirements. 1. Contact the Department Coordinator so that the proper paperwork is submitted verifying your courses (above) and 2. contact the office of the Humanities Dean of Students in order to gain access to the degree application in http://my.uchicago.edu. Keep your expected graduation date set to the date you anticipate receiving the Ph.D.

Students in a Ph.D. program at the University of Chicago in a department other than Philosophy who wish to receive a “secondary” M.A. in Philosophy must first apply for admission to the M.A. program in the department of Philosophy. No student can apply unless she has taken at least three Philosophy courses, and it is expected that the student will apply soon after completing that number of courses. To initiate the application process, the student should set up an appointment with the Assistant Dean of Students for Admissions in the Division of Humanities who will direct the student through the required paperwork and obtain:

• The applicant's transcript of courses taken for the B.A.
• His/Her GRE scores
• A transcript of the applicant’s courses at the University of Chicago taken up to the time of the application.
• A sample of her 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.
• A brief letter from the 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 M.A. in philosophy to complement her doctoral studies.
• Names of two faculty in the Dept. of Philosophy who can comment on work done by the applicant and on her philosophical potential.
• A statement by the applicant that explains why she is seeking an M.A. in Philosophy.

THE DEGREE OF DOCTOR OF PHILOSOPHY
The divisional and University requirements for the Ph.D. degree must be fulfilled. Departmental requirements are as follows:

COURSE REQUIREMENTS
The Course Requirement has seven parts concerning:
• The number of required courses
• The distribution of required courses
• The logic requirement
• Required progress
• Policies concerning incompletes
• Grades
• Transfer credits

NUMBER OF REQUIRED COURSES
Students must complete at least thirteen courses in their first two years of study: the first year seminar and twelve graduate courses.

First-year students must enroll in the first-year seminar. The exact organization and scheduling varies from year to year according to the instructor’s discretion. It is graded on a pass-fail basis.

In addition, twelve graduate courses must be completed with a grade of B or better:
• At least ten of these courses must be in the Philosophy Department listings;
• Reading and research courses do not count among these twelve classes
• At least one must be a graduate seminar in Philosophy

DISTRIBUTION OF REQUIRED COURSES
Students are required to take one course in each of the following three areas of contemporary philosophy:
• Value theory (listed in the course descriptions as I)
• Philosophy of science, philosophy of language, and logic (listed in the course descriptions as II)
• Epistemology and metaphysics (listed in the course descriptions as III)
and three courses on the history of philosophy as follows:
• A figure or movement in either Ancient or Medieval Philosophy (listed in the course descriptions as IV)
• A figure or movement in Modern Philosophy from the 17th through 19th centuries (listed in the course descriptions as V)
• One additional course on a figure or movement in either IV or V.

It should be noted that not all graduate courses satisfy a field distribution requirement; those not classified in the published course descriptions as belonging to I-V cannot be used to satisfy the distribution requirement. Nor can Philosophy 30000 (Elementary Logic) be used to satisfy a field distribution requirement.

LOGIC REQUIREMENT

There is a requirement in logic that can be satisfied in several ways.

• By passing PHIL 30000 Elementary Logic with a grade of B or higher. Philosophy 30000 is offered every Autumn quarter. It counts toward the twelve course requirement but does not satisfy the field II distribution requirement.
• By passing a course equivalent to or better than Philosophy 30000 (Elementary Logic), at another institution or in another department at Chicago, with a grade of B+ or higher. The equivalence of the course in question to Philosophy 30000 will be determined by the instructor in Philosophy 30000 in the year in question, on the basis of an interview with the student, and such evidence as the syllabus for the course, the textbook for the course, and any other course materials which the student can provide. Note that satisfying the logic requirement in this way will count neither towards one of the twelve required courses nor towards satisfying the field II distribution requirement.
• By passing an advanced graduate course in logic with a grade of B or higher. Passing an advanced graduate course in logic would both satisfy the logic requirement and count towards the field II distribution requirement.

REQUIRED PROGRESS

Courses must be completed, with a grade of B or better, according to the following timetable.

• Two courses should be completed by the beginning of the Winter quarter of the first year
• Four courses (at least three in the Philosophy Department) should be completed by the beginning of the third quarter
• Six courses should be completed by 30 September of the second year
• Ten courses should be completed by the end of the fifth quarter
• All thirteen courses (twelve plus the first year seminar) must be completed by 30 September following the sixth quarter.

In addition to this timetable, students should keep in mind that because they are expected to be working on their Preliminary Essay over the summer following their sixth quarter, they would be ill-advised not to have completed their course requirements by the early part of the summer.
INCOMPLETES

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 normal deadline.

The instructor sets the time period for completion of the incomplete, subject to the following limitation: all coursework must be submitted by September 30th following the quarter in which the course was taken in order to count toward fulfillment of the requirements for the M.A. and Ph.D. This date is an absolute deadline and is not subject to further extensions by individual faculty members.

Note: Students in their first year in the program are not permitted to take any incompletes in their first quarter.

GRADES

Satisfactory grades for work toward the Ph.D. in Philosophy are A, A-, B+, and B.

For Philosophy faculty, those grades mean the following. A: pass with distinction; A-: high pass; B+: pass; B: low pass.

TRANSFER CREDITS

The following policy applies to the Philosophy Ph.D. program. Special requirements of joint programs take precedence over this policy.

1. Of the required 12 graduate courses, no more than 2 can be taken at the University, but outside the Philosophy Department.
2. Of the required 12 graduate courses, no more than 3 can be transferred from other institutions.
3. Of the required 12 graduate courses, at least 9 must be taken within the Philosophy Department’s course offerings.
4. Only courses taken while enrolled in a doctoral program in Philosophy can be counted towards the required 12 graduate courses.

For example, a student might transfer 2 courses from another institution and take one course from another department within the University, with the remaining 9 courses taken within the Philosophy Department. Or a student might transfer 3 courses from another institution, with the remaining 9 courses taken within the Philosophy Department.

Students wishing to obtain credit for graduate courses taken from the listings of other departments within the University toward the required 12 course do not need to petition the department, within the two-course limit specified above.

Students wishing to obtain transfer credit for courses taken at other institutions must petition the Graduate Program Committee. Students should be prepared to 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 so on. Students who are transferring from other graduate programs must make such a request upon their entry into the Philosophy Department. Students who take a course at another institution while enrolled in the PhD program should consult with the Director of Graduate Studies.
beforehand, but must still petition the Graduate Program Committee to have the course accepted for transfer credit upon completion of the course.

Note that elementary logic courses taken outside the department may fulfill the elementary logic requirement but may not be used to meet the 12 course requirement. See “Logic Requirement” above for further details.

FOREIGN LANGUAGE EXAM

All students must pass an examination in French, German, Latin, or Greek by the end of Spring quarter of the fourth year or before the topical examination, whichever comes first. (There is a special rule for students who wish to write theses on ancient Greek or Roman philosophy; this is detailed below).

There are two kinds of language examinations: those administered by the Department and those administered by the University. Departmental language exams will be given twice a year and may not be taken more than twice.

Students who take the University language examination must receive a “High Pass.” These are offered every quarter and there is a fee for taking them.

There is a special requirement for those working in ancient philosophy or German philosophy, since work in these fields depends heavily on one’s ability to use the relevant languages.

Any student intending to write a thesis on ancient philosophy must pass the Departmental or University exam in Greek (the latter with a “High Pass”). Any student intending to write a thesis on Hellenistic or Roman philosophy must also pass the Departmental or University exam in Latin (the latter with a “High Pass”). Any student intending to write a thesis on German philosophy must pass the Departmental or University exam in German with a "High Pass".

Such students may take the Departmental exam in Greek or Latin or German a maximum of three times (as opposed to two times, which is the rule for other languages).

PRELIMINARY ESSAY

In the Spring quarter of their second year students will register for the first quarter of a two-quarter (Spring, Autumn) workshop on the preliminary essay. The workshop involves discussion of general issues in writing the essay and student presentations of their work. Although students do not register for the Summer quarter, they are expected to make significant progress on their preliminary essay over the summer.

By the end of the eighth week of the Spring quarter at the latest each student will submit to the Director of Graduate Studies a proposed topic and a ranked list of possible readers in the Philosophy Department. The Graduate Program Committee will evaluate proposed topics along the following lines:

• Is the topic philosophically interesting?
• Can a paper on the topic be completed within the given time?
• Can a committee be formed to supervise an essay on the topic?
If the topic is approved, the Graduate Program Committee will form a preliminary essay committee for the student in question consisting of two faculty readers, each of whom the student is expected to consult regularly and each of whom have equal responsibility in directing the preliminary essay. The student's primary responsibility in this process is regularly to provide each of the faculty readers with a new draft of the essay and then rewrite the most recent draft in accordance with their instructions. The primary responsibility of the faculty readers is to provide the student with prompt and focused instructions about how to rewrite each draft, while ensuring that it remain within the page-length requirement. The preliminary essay should be no longer than 8,000 words in the body of the text, with an additional 1000 words of philosophical prose permitted in the footnotes. The word-count does not include bibliographical and philological footnotes or block quotations in the text.

In addition to the supervision furnished by the student's preliminary essay committee, further direction and structure is provided through participation in the Preliminary Essay Seminar, which runs for two quarters. Every student enrolled in the PhD program is required to take the Preliminary Essay Seminar for credit during the Spring Quarter of their second year and the Fall Quarter of their third year. The seminar is taught by the Director of Graduate Studies, who offers additional supervision and oversight throughout the entire preliminary essay process, from beginning to end. One of the primary purposes of the Preliminary Essay Seminar is to provide a forum in which students can present their ongoing work on the essay in a seminar-environment, in order to discuss it with their peers and receive additional oral feedback on their work.

From the point of view of the faculty, the aim of the exercise of the preliminary essay is to enable the student to acquire the following two skills before embarking upon a full-scale dissertation: (1) to learn to improve a piece of philosophical prose by subjecting it to many rounds of revision, without in the process permitting it to grow in length, and (2) to learn to work with a committee of faculty advisors whose distinct forms of supervision are to be synthesized and harmonized in that single piece of writing. From the point of view of the student, the exercise of the preliminary essay affords the following two opportunities: (1) to test out a possible dissertation topic, without having immediately to make a costly investment of time and effort in it, and (2) to test out a pair of possible dissertation advisors, without immediately having to commit to these individuals as final choices for members of the student's dissertation committee. If, after completing the preliminary essay, a student wishes to change (one or more of) their faculty advisors or their topic or both, then they are utterly free to do so.

The final draft of the Preliminary Essay must be submitted by the first day of the Winter quarter of the student’s third year. Essays submitted late are penalized as follows: A letter grade is reduced by one notch if the essay is submitted after the deadline but before the first day of the sixth week of the Winter quarter (e.g. an ’A’ is reduced to an ’A-‘). A letter grade is reduced by two notches if the essay is submitted after the first day of the sixth week of the Winter quarter but by the end of Exam Week of the Winter quarter (e.g. an ’A’ is reduced to a B+). Essays
submitted after the end of the Winter quarter do not count toward satisfaction of the requirement.

**TOPICAL EXAMINATION**

Following the Preliminary Essay, students begin work toward their dissertations. During the Winter and Spring quarters of their third year, they should be meeting with various faculty members to discuss and refine possible dissertation topics, and possible dissertation committees.

By the end of the seventh week of the spring quarter, each student should meet with a prospective committee for an informal "dissertation chat," based on a "dissertation sketch" submitted to those faculty and to the Graduate Program Committee. The character of that sketch will vary from case to case; but, in any case, is not expected to be long or elaborate. Some sketches may be more definitive than others; some may be seriously disjunctive; some students may submit more than one sketch. The point of the sketch and preliminary meetings is to provide some faculty guidance for the more independent research that begins over the summer. After the "dissertation chat" the student should submit to their committee a document that describes the work toward formulating a dissertation project and lays out a plan of research for the summer that will lead to a "Topical Examination" by the beginning of the Winter quarter of their fourth year.

At the beginning of the following fall (fourth year), students will again meet with their advisors (optimally all together), to discuss progress and developments over the summer, and make concrete plans for the Topical Examination (to be held later that quarter, or, if necessary, early in the Winter quarter). Those plans will include:

- a tentative timetable
- a determination of the dissertation committee
- the expected character of the materials to be submitted by the student, on which the Examination will be based.

Though the details will vary (depending on the subject matter, the state of the research, individual work habits, and so on), these materials must include a substantial piece of new written work by the student (something on the order of twenty-five double-spaced pages) -- perhaps a draft of a chapter, an exposition of a central argument, a detailed abstract (or outline) of the whole dissertation, or whatever the committee as a whole agrees upon. (It is expected that students will abide by these agreements; but, if there are unanticipated problems, they may petition their advisors and the DGS, in writing, for a revision).

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 complete it within a reasonable amount of time. Students will be admitted to candidacy for the Ph.D. **only** once they have officially passed their Topical Examination.

Note: students must have scheduled their Topical Examination by the end of their fifteenth quarter (normally the end of the fifth year) to remain in the Program.
(For students admitted before 2010: students must have scheduled their Topical Examination by the end of their sixth year to remain in the Program.)

Students cannot take their Topical until they have met all other program requirements including passing their foreign language exam or exams. Students must finish their language exams by the end of their fourth year in the program (independently of their status with regard to any other requirements). The Department’s normal expectation is that students will have advanced to candidacy (including passing their Topical Examination and their language examination(s)) by the end of third week of their 11th quarter (normally the Winter quarter of their fourth year). Summer funding at the end of the fourth year is contingent on satisfying this expectation.

The Department requires that each student submit a written progress report on his or her progress by the end of the winter quarter of each year, beginning with his or her fourth year in the program. The report should be submitted to the Director of Graduate Studies and (after the Topical) to 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 he or 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 his or her dissertation early in the fifth year, for several related reasons. First, of course, all students are obligated to teach a stand-alone course that year as part of their GAI teaching requirements. This is inevitably time and energy consuming. Second, GAI funding runs out at the end of that year; and some students will not get any more support from the University. And, finally, such sixth-year support as there is from the University is systematically directed to those applicants whose work is not only of the best quality, but also the furthest along (as documented not only by faculty testimonials but also by submitted chapters). Keep in mind also that so-called “dissertation-year fellowships” are awarded competitively on a Division-wide basis, and there are not enough to go around. Though Philosophy students have often done well in this competition, there is no guarantee for the future; and, in any case, not all applications will be successful.

To be sure, supporting oneself without aid, while finishing up a dissertation, is a time-honored academic tradition. But, for most students, the available opportunities are far from deluxe (either inside or outside the University), and it is clearly wise to minimize one’s dependence on them, if possible.

NOTE: The Department Coordinator must be informed of the date and time of your Topical Exam, and documentation of the Topical. This is so that department and university can record the exam and admit the student to candidacy. Students need to email the Department Coordinator the names of the members of the committee, the sample chapter on which the Topical examination is based, and the working title of the dissertation.

TEACHING REQUIREMENTS

The Philosophy Department views the development of teaching competence as an integral part of its overall Ph.D. program and takes various steps to train its
doctoral students to become excellent teachers of philosophy. It offers different
types of teaching opportunities, which gradually prepare its students to teach their
own classes. These opportunities are enhanced by the department’s pedagogical
support through individual faculty mentorship and year round discipline-
specific pedagogical events offered through its pedagogy program (http://
philosophy.uchicago.edu/graduate/pedagogy.html). The first teaching opportunities
come in the form of course assistantships. The professor responsible for the course
in which a doctoral student serves as an assistant is also responsible for monitoring
the doctoral student’s teaching progress in that course and preparing a written
report of her teaching performance therein. Once a doctoral student has proven
herself as a teaching assistant, she is permitted to do stand-alone teaching. In
these cases, too, however, the design of the syllabus of the course is developed
in consultation with a member of the faculty. Here, too, that faculty member is
responsible for further monitoring the doctoral student’s teaching progress over the
duration of the stand-alone course and preparing a written report of her teaching
performance as a solo instructor.

The initial guaranteed funding for five years awarded to students admitted to
the program includes a teaching obligation. That obligation standardly takes the
form of the student serving four times as an instructor — usually three times as
a course assistant and once as an instructor of a stand-alone course. Normally,
students complete one teaching assistantship in their third year, after completion of
the Preliminary Essay, and two in their fourth year. Normally, students give their
stand-alone course in the fifth year. These first four teaching stints are not further
compensated: they are a component of the five-year fellowship package. This four-
time teaching obligation is a requirement of the Department of Philosophy’s Ph.D.
program.

These first four teaching opportunities are built into the basic requirements
of the Ph.D. program in order to ensure that students in the program acquire a
certain minimum degree of teaching competence. However, the Department views
the teaching obligation as a bare minimum with regard to teaching preparation.
Doctoral students in the program are encouraged to do more teaching in the later
years.

The Department’s primary responsibility with respect to doctoral students is to
support their work toward the doctoral degree. Teaching preparation is a crucial
aspect of that responsibility and any additional teaching must be consistent with
timely progress toward the doctoral degree. Accordingly, the policy on teaching
beyond the departmental teaching obligation is as follows:

1. In Years 1 & 2, when doctoral students are expected to satisfy their course
and logic requirements as well as to formulate topics, find readers, and begin
research toward their Preliminary Essays, doctoral students are not given
departmental teaching and will not be permitted to accept extra-departmental
teaching. The students may, however, complete the Training Course for Writing
Interns and Lectors offered by the University of Chicago Writing Program
before Autumn of Year 3.
2. In Years 3-5, students may petition the DGS for permission to apply for extra teaching. If, and only if, the following conditions are met, the Department (normally through the DGS) may petition the Dean of Students in the Humanities and the Master of the Humanities Collegiate Division to allow the student to apply for extra-departmental teaching:
   a. The student is making exemplary progress toward the degree in Philosophy (that is, the student has met every deadline set in the time to degree expectations and the students’ work toward the degree is strong).
   b. There is a sound pedagogic reason to allow the student to seek extra teaching.

3. Students must make their petitions to the DGS by the second week of the term prior to the term in which they hope for extra-GAI teaching—students must make their petitions by the second week of Spring quarter for extra teaching in Autumn, by the second week of Autumn quarter for extra teaching in Winter, and by the second week in Winter quarter for extra teaching in Spring. The Department must make its petition to the DOS and Master of the HCD by the end of the third week of the term prior to the term in which students seek extra-GAI teaching.

4. If the DOS and the HCD approve the Department’s petition, and if the students are offered extra teaching appointments, funding for these positions cannot be drawn from the students’ fellowship teaching obligation monies.

5. Extra teaching permissions may be withdrawn if students cease to make exemplary progress toward their degrees.

   Petitions to the DOS and Master of the HCD will attest to the students’ progress and provide the rationale for allowing these students to seek teaching beyond the departmental teaching obligation.

   Students do not need departmental permission to seek extra teaching assignments after their fifth year of residence.

   Over the course of a doctoral student’s career, that student together with the Department builds a teaching dossier, containing the syllabuses of the courses that she has taught, written reports by faculty teaching mentors on those courses, and last but not least, undergraduate evaluations of those courses. When doctoral students prepare to go on the job market, the Department sees to it that one member of the faculty undertakes the responsibility of writing a teaching letter for the student that documents and surveys the highlights of her teaching career at the University of Chicago.

   The Department of Philosophy offers a non-credit and not required Pedagogy Program for PhD students. For more information, click here (http://philosophy.uchicago.edu/graduate/pedagogy.html).

Dissertation and Final Oral Exam

   Students must inform their committee members of their intention to schedule a defense during the term PRIOR to the term in which they plan to defend. Committee members will consult 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 Director and other Committee members about the amount of material they will need to see, the state of completion needed, and the time required for this judgment to be made. When the Dissertation Committee judges that the student is ready to defend, the student must coordinate with the Dissertation Committee and the Department Co-ordinator to settle the date and time for the dissertation.

Students should consult with their Committee concerning a precise deadline for submission of the final draft of the dissertation for the defense. This is normally 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 Library’s deadline for submitting the final form of the dissertation, leaving time for any necessary revisions noted during the defense. For information regarding the precise deadline by which your approved dissertation must be submitted in a given quarter for the degree to be granted in that same quarter, please click here (http://www.lib.uchicago.edu/e/phd/deadlines.html). Note also that an exam cannot be scheduled for at least two weeks after the formal request has been submitted.

The defense must take place at the University of Chicago, preferably in the Autumn, Winter, or Spring quarters. Summer defenses are scheduled at the discretion of the student's Dissertation Committee.

The student and at least one member of the Dissertation Committee must be physically present at the defense.

The student should submit, within the timeline notes, to the Department Coordinator:

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

The final oral exam is a public event. The examining committee consists of the members of the dissertation committee, along with an appointed member of the Humanities Division faculty who serves as a representative of the Dean’s Office. Other faculty and graduate students from the Philosophy Department may and generally do attend. Family members of the doctoral candidate and other members of the general public are also welcome.

If a student passes, then it is customary in the final phase of the exam for the members of the student’s dissertation committee to 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 formal submission of the PhD document. After the dissertation is submitted, the student is required to provide each member of the dissertation committee with an electronic version of the document in its final form.
PHILODOLGY COURSES

PHIL 30000. Elementary Logic. 100 Units.
An introduction to the concepts and principles of symbolic logic. We learn the syntax and semantics of truth-functional and first-order quantificational logic, and apply the resultant conceptual framework to the analysis of valid and invalid arguments, the structure of formal languages, and logical relations among sentences of ordinary discourse. Occasionally we will venture into topics in philosophy of language and philosophical logic, but our primary focus is on acquiring a facility with symbolic logic as such.
Instructor(s): K. Davey Terms Offered: Autumn
Note(s): Course not for field credit.
Equivalent Course(s): CHSS 33500, HIPS 20700, PHIL 20100

PHIL 30100. Naturalism. 100 Units.
Naturalism is a view that many philosophers say they accept. The view seems to have a bearing on virtually every area of philosophy, including metaphysics, epistemology, philosophy of mind, philosophy of mathematics, and ethics. What is the view? What is to be said for, or against, it?
Instructor(s): B. Callard Terms Offered: Autumn
Equivalent Course(s): PHIL 20105

PHIL 30119. An Advanced Introduction to Wittgenstein’s Tractatus Logico-Ph. 100 Units.
This course will have three foci: 1) a close reading of some of the central parts of Wittgenstein’s difficult and puzzling early work, the Tractatus, along with related writings by Wittgenstein, 2) an equally close reading of G. E. M. Anscombe’s under-appreciated classic An Introduction to Wittgenstein’s Tractatus, and 3) a discussion of some of the related recent secondary literature on the Tractatus, as well as on Anscombe’s reading of it. Readings will include texts by Conant, Diamond, Frege, Geach, Goldfarb, Kremer, Ramsey, Ricketts, and Sullivan (III)
Instructor(s): J. Conant, I. Kimhi Terms Offered: Spring

PHIL 30120. Wittgenstein’s "Philosophical Investigations" 100 Units.
A close reading of Philosophical Investigations. Topics include: meaning, justification, rule following, inference, sensation, intentionality, and the nature of philosophy. Supplementary readings will be drawn from Remarks on the Foundations of Mathematics and other later writings. (B) (III)
Instructor(s): J. Bridges Terms Offered: Autumn
Prerequisite(s): At least one previous courses in the Philosophy Department required; Philosophical Perspectives does not qualify.
Equivalent Course(s): FNDL 20120, PHIL 20120
PHIL 30208. Film Aesthetics. 100 Units.
This course will examine two main questions: what bearing or importance does narrative film have on philosophy? Could film be said to be a form of philosophical thought? a form moral reflection? of social critique? Second, what sort of aesthetic object is a film? This question opens on to several others: what is the goal of an interpretation of a film? Is there a distinct form of cinematic intelligibility? What difference does it make to such questions that Hollywood films are commercial products, made for mass consumer societies? What role does the “star” system play in our experience of a film? We will raise these questions by attempting close readings of the films of Alfred Hitchcock. Films to be discussed: Shadow of a Doubt; Notorious; Strangers on a Train; Rear Window; Vertigo; North by Northwest; Psycho; Marnie. Selected critical readings will also be discussed. (I)
Instructor(s): J. Conant, R. Pippin Terms Offered: Spring
Equivalent Course(s): CMST 27205,CMST 37205,SCTH 38112,PHIL 20208

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

PHIL 30214. Final Ends. 100 Units.
No description available.
Instructor(s): C. Vogler, A. Mueller Terms Offered: Spring
Equivalent Course(s): PHIL 20214

PHIL 30506. Philosophy of History: Narrative and Explanation. 100 Units.
This lecture-discussion course will trace different theories of explanation in history from the nineteenth century to the present. We will examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The considerations will encompass such topics as the nature of the past such that one can explain its features, the role of laws in historical explanation, the use of Verstehen history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote. (II) (V)
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIST 35110,HIPS 25110,CHSS 35110,PHIL 20506,HIST 25110
PHIL 31102. Opera as Idea and as Performance. 100 Units.
The academic study of opera all too often considers the score and libretto in a void, ignoring performance. But opera is a multi-dimensional art-form in which performance (staging, scene design, costume, musical direction, and, of course, the artistic interpretations of singers) makes an enormous contribution to the realization of the work. This course will study opera as drama in performance, asking how performance both realizes and renders determinate a musical and textual blueprint. Visitors to the class will include expert contributors in each of the major areas of operatic performance. The tentative list of operas to be studied includes: Monteverdi’s L’Incoronazione di Poppaea, Mozart’s Don Giovanni, Beethoven’s Fidelio, Verdi’s Don Carlo and Otello, Wagner’s Lohengrin, and Strauss’s Elektra.
Instructor(s): M. Nussbaum Terms Offered: Spring
Note(s): Remark: students do not need to be able to read music, but antecedent familiarity with opera would be extremely helpful.
Equivalent Course(s): LAWS 96304,MUSI 24416,MUSI 30716,PHIL 21102

PHIL 31213. Moral Theory. 100 Units.
Why be moral? Is there any principled distinction between matters of fact and matters of value? What is the character of obligation? What is a virtue? In this course we will read, think, and write about twentieth century Anglo-North American philosophical attempts to give a systematic account of morality. (I) (A)
Instructor(s): C. Vogler Terms Offered: Spring

PHIL 31410. Philosophy of Action. 100 Units.
What is action? What is it to act? In this introduction to the philosophy of action, we will read classic 20th Century treatments of the subject by Gilbert Ryle, Elizabeth Anscombe and Donald Davidson, as well as more recent work by Jennifer Hornsby, Michael Thompson and others. (I) (A)
Instructor(s): A. Ford Terms Offered: Winter
Equivalent Course(s): PHIL 21410

PHIL 31414. MAPH Core Course: Contemporary Analytic Philosophy. 100 Units.
This course is designed to provide MAPH students with an introduction to some recent and ongoing debates between philosophers working in the analytic tradition. The course is, however, neither a history nor an overview of analytic philosophy. Instead, we will focus on three different debates, spending about three weeks on each. We will likely consider one debate in metaphysics (on the freedom of the will), one in metaethics (on “constitutivism”), and one in epistemology (on the nature of knowledge and reasons for belief).
Instructor(s): N. Koziolke 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.
PHIL 31420. The Problem of Free Will. 100 Units.
The problem of free will stands at the crossroads of many of the central issues in philosophy, including the theory of reasons, causation, moral responsibility, the mind-body problem, and modality. In this course we will draw on ancient, early modern, and current work to try to understand, and gather the materials of a solution to, the problem.
Instructor(s): B. Callard Terms Offered: Spring
Equivalent Course(s): PHIL 21420

PHIL 31580. Libertarianism. 100 Units.
Is capitalism justified on the grounds of natural liberty? Is the legitimate exercise of political power limited by our pre-political rights, especially our property rights? Indeed, is the sole function of a just government to safeguard such rights? We will work towards answers to these questions by evaluating the tradition in political philosophy that has tended to answer them in the affirmative—Libertarianism. We will begin with John Locke, the father of this tradition, devoting several weeks to a close reading of his Second Treatise of Government. We will attend to both his method and his substantive political conclusions. We will consider his distinctive use of a social contract thought experiment involving a moralized conception of practical reason, as well as his defense of private property and limited government. We will then consider the works of contemporary Libertarians such as Robert Nozick and Michael Otsuka who take inspiration from Locke’s method but diverge sharply from one another in their political conclusions. Finally, we will consider contemporary critics of the entire tradition, such as G.A. Cohen, and consider the merits of alternative approaches within the social contract tradition. (A) (I)
Instructor(s): B. Laurence Terms Offered: Winter
Prerequisite(s): Some background in PHIL & prior familiarity w/the social contract tradition will be helpful.

PHIL 31600. Human Rights I: Philosophical Foundations of Human Rights. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Equivalent Course(s): HMR 30100,PHIL 21700,HIST 29301,HIST 39301,INRE 31600,LAWS 41200,MAPH 40000,LLSO 25100,HMRT 20100
PHIL 32100. Space and Time. 100 Units.
This course is an introduction to some traditional philosophical problems about space and time. The course will begin with a discussion of Zeno’s paradoxes. We will then look at the debate between Newton and Leibniz concerning the ontological status of space and time, and will examine reactions to this debate by thinkers such as Mach and Poincare. Finally, we will discuss the question of what sense is to be made of the claim that space is curved, looking at the writings of Poincare, Eddington, Einstein, Grunbaum, and others. Students will be introduced to the basics of the special and general theories of relativity, at a qualitative level. (II) (B)
Instructor(s): K. Davey Terms Offered: Autumn
Equivalent Course(s): PHIL 22100

PHIL 33415. The Being of Human Beings: Heidegger’s "Letter of Humanism" 100 Units.
We shall read “Letter on Humanism” and will discuss Heidegger’s understanding of the being of human beings by contrast to Sartre’s “Existentialism as Humanism” and some recent works by Michael Thompson and Matt Boyle on the nature of human beings.
Instructor(s): I. Kimhi Terms Offered: Spring
Equivalent Course(s): PHIL 23415,SCTH 30102

PHIL 33600. Medieval Philosophy. 100 Units.
This course involves a study of the development of philosophy in the West in the first thirteen centuries of the common era with focus on Neoplatonism. Early Christian philosophical, Islamic Kalam, Jewish philosophy, and Christian philosophical theology. Readings include works of Plotinus, Augustine, Al-Farabi, Avicenna, Maimonides, Averroes, and Thomas Aquinas. (IV)
Instructor(s): J. Stern Terms Offered: Winter
Prerequisite(s): PHIL 25000
Equivalent Course(s): PHIL 23600,JWSC 24600,JWSC 34600,RLST 25900
PHIL 34010. Meaning and Reference. 100 Units.
In this course we address one of the central and most fascinating philosophical questions about linguistic meaning: What is the relationship between meaning and reference? We will study a range of classical and contemporary theories about the semantics of referring expressions such as proper names, definite descriptions, and indexicals. Readings will include Frege, Russell, Strawson, Kripke, Donnellan, and Kaplan, among others. Throughout, we will try to reach a better understanding of how questions about meaning and reference connect with a range of topics that are central to philosophical theorizing, including the connection between propositional attitudes and the explanation of action, the role of the principle of compositionality in formal semantics, the question of whether there is a level of mental experience that is epistemically transparent, the relation between thought and language, the nature of fictional and non-existent objects, and the interaction between semantics and pragmatics. (B)
Instructor(s): M. Willer Terms Offered: Winter
Note(s): Elementary Logic or equivalent recommended, but not required. Prior courses in philosophy are beneficial.
Equivalent Course(s): PHIL 24010

PHIL 34015. Modality. 100 Units.
Modal information—information conveyed by sentences such as "Mary might be at home" or "Charles ought to give to the poor"—plays an outstanding role in everyday discourse and reasoning. The goal of this course is to explain and evaluate contemporary semantic theories of modality by discussing a wide range of linguistic phenomena from the perspective of these theories. After introducing possible worlds semantics for modality developed in modal logic, we will consider current theories of modal semantics within linguistics as well as the most important empirical areas of research. Throughout, we will keep an eye on the relation between modality and other topics that are prominent in linguistics and philosophy, including tense, conditionals, and discourse meaning. (B)
Instructor(s): M. Willer Terms Offered: Spring
Equivalent Course(s): LING 24015, LING 34015, PHIL 24015

PHIL 34713. Friedrich Nietzsche's Twilight of the Idols. 100 Units.
In this seminar I shall present a new interpretation of the last book Nietzsche published himself. In "Ecce homo" he says about "Twilight of the Idols": "there is nothing that is of more substance, that is more independent, more subversive, more evil." The book is avowedly in the service of the "revaluation of all values."
On the other hand Nietzsche calls the book his "relaxation" from the "enormous task of the revaluation." "Twilight of the Idols", or "How to Philosophize with a Hammer" presents all the great themes of Nietzsche's late philosophy and prepares the culminating dyad of this oeuvre, "Ecce homo" and "The Anti-Christ".
Instructor(s): H. Meier Terms Offered: Spring
Equivalent Course(s): FNDL 27318, GRMN 27316, GRMN 37316, PHIL 24713, PLSC 37318, SCTH 37318
PHIL 39003. Moral Sainthood. 100 Units.
Few of us think of ourselves as doing as much as we should to help others, and this is often a powerful source of guilt and regret. At the same time, those who do as much as they should to help others (call them altruists, or “moral saints”) can sometimes seem almost inhuman and even misguided. Is the moral life a good life? Or is morality less demanding than is often thought? How should we balance our self interest, let alone other goods (the survival of the planet, the interests of animals, etc.), against the interests of others? This course will take a close look at these fundamental questions of moral philosophy, using real-world examples of ‘moral saints’, and a wealth of new and old literature on the demands of consequentialist ethics, as a focus of analysis. The course is designed to be of interest to undergraduate and graduate students in any discipline, but most of the readings will be philosophical in nature, and of special interest to advanced students in philosophy. Students of human rights are also encouraged to register, given their (admirable) interest in helping others.
Terms Offered: Spring
Equivalent Course(s): HMRT 39003, PHIL 29003, HMRT 29003

PHIL 39600. Intermediate Logic. 100 Units.
In this course, we will prove the soundness and completeness of standard deductive systems for both sentential and first-order logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem, and Lindström’s theorem. (B) (II)
Instructor(s): A. Vasudevan Terms Offered: Winter
Equivalent Course(s): CHSS 33600, HIPS 20500, PHIL 29400

PHIL 41160. You Call This Democracy? 100 Units.
We will begin with a sampling of theories of democracy as an ideal of justice. We will then consider recent empirical work suggesting that federal legislation in the United States is responsive only to the preferences of wealthy citizens. Juxtaposing the normative accounts of democracy and these disturbing results, we will ask whether the USA is in fact a democracy. We will be concerned with what turns on this question of classification. Is the denial or affirmation that we live in a democracy a mere rhetorical ploy? Is it a matter of only taxonomic interest? Or does the classification have important normative and practical implications for political action and thinking about justice under the nonideal condition in which we find ourselves? (I)
Instructor(s): B. Laurence Terms Offered: Spring
PHIL 43201. Freud: Found in Translation. 100 Units.
Bettelheim and Laplanche, among others, claim that Strachey “falsely scientized” Freud in English translation. The same argument is made about neuro-psychoanalysis, which translates to Freud’s psychological concepts into neurological ones. Over ten weeks, this course will demonstrate that Freud’s project is completed rather than betrayed by Strachey and neuro-psychoanalysis. The ground to be conveyed by the seminar topics: --Falsely scientizing Freud? –The meaning of metapsychology: from Kant to Freud to cognitive science. –Freud and the mind/body problem. –The conscious id and the unconscious ego. –Drives and instincts in neuroscience today. –If the id is conscious, then what and where is the Unconscious? –Reconsolidation and the mechanism of the talking cure. –The reflexive ego and the superego. –On narcissism: a conclusion. –The dreaming brain.
Instructor(s): M. Solms Terms Offered: Spring
Note(s): Scholars, scientists and clinicians seeking clarity about the current status of basic psychoanalytic concepts in the light of post-Freudian developments in psychology, philosophy, and neuroscience will benefit from this course.
Equivalent Course(s): SCTH 43201

PHIL 49700. Preliminary Essay Workshop. 100 Units.
The workshop involves discussion of general issues in writing the essay and student presentations of their work. Although students do not register for the Summer quarter, they are expected to make significant progress on their preliminary essay over the summer.
Instructor(s): D. Brudney Terms Offered: Autumn,Spring
Prerequisite(s): All and only philosophy graduate students in the relevant years. A two-quarter (Spring, Autumn) workshop on the preliminary essay required for all doctoral students in the Spring of their second year and the Autumn of their third year.

PHIL 49900. Reading & Research. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

PHIL 50100. First-year Seminar. 100 Units.
This course meets in Autumn and Winter quarters.
Instructor(s): A. Vasudevan Terms Offered: Autumn,Winter
Prerequisite(s): Enrollment limited to first-year graduate students.

PHIL 50123. Kierkegaard's The Sickness Unto Death. 100 Units.
This seminar will be a close reading of Kierkegaard’s classic text, written under the pseudonym of “Anti-Climacus”. Among the topics to be discussed are the nature and forms of despair, hopelessness and hopefulness, faith, sickness, guilt and sin.
(V)
Instructor(s): J. Lear Terms Offered: Autumn

PHIL 50304. Transitions Into, Within, and From Hegel's Science of Logic. 100 Units.
No description available.
Instructor(s): A. Koch Terms Offered: Winter
PHIL 50315. Amartya Sen’s Philosophical Work. 100 Units.
Amartya Sen is, of course, a distinguished economist, winner of the 1998 Nobel Prize. But he is also a philosopher whose philosophical thought informs his economic writings and who has long defended the importance of philosophy for economic thought. This course will study the philosophical aspects of his thought, not attempting to separate them from his economic contributions, which would be wrong, but attempting to focus on the specific contributions Sen has been able to make to economics in virtue of being a philosopher. We will begin by studying two distinct though related strands of his thought: work on choice, welfare, and measurement, and work on development. We continue with his influential critique of Utilitarianism on the nature of preference and value, and the importance of equality. We will then devote substantial time to The Idea of Justice, a major contribution to political philosophy. Finally, we will examine more recent writings on Indian rationalist philosophy and on religious identity.
Instructor(s): M. Nussbaum Terms Offered: Autumn
Prerequisite(s): Admission by permission of the instructor. Permission must be sought in writing by September 15. Prerequisite: An undergraduate major in philosophy or some equivalent solid philosophy preparation. Ph.D. students in Philosophy and Political Theory may enroll without permission. I am eager to have some Economics graduate students in the class, and will discuss the philosophy prerequisite in a flexible way with such students.
Equivalent Course(s): LAWS 78604,RETH 53015,PLSC 50315

PHIL 50325. Public Morality and Legal Conservatism. 100 Units.
This seminar will study the philosophical background of contemporary legal arguments alluding to the idea of "public morality," in thinkers including Edmund Burke, James Fitzjames Stephen, and Patrick Devlin, and the criticisms of such arguments in thinkers including Jeremy Bentham, John Stuart Mill, and Herbert Hart. We will then study legal arguments on a range of topics, including drugs and alcohol, gambling, nudity, pornography and obscenity, non-standard sex, and marriage.
Instructor(s): M. Nussbaum, W. Baude. Terms Offered: Winter
Prerequisite(s): Non-law students are welcome but need permission of the instructors, since space is limited. We are aiming for a total enrollment of 30, of which up to 10 can be non-law students (no undergraduates), and the rest will be law students, selected by lottery. Non-law students should apply to both professors by December 1, 2015, describing relevant background, especially in philosophy.
Equivalent Course(s): LAWS 78605,RETH 50325,GNSE 50325,PLSC 50325
PHIL 51200. Law-Philosophy Workshop. 100 Units.
Topic: Race and Law. Speakers will include (in addition to Darby): Elizabeth Anderson (Michigan), Justin Driver (Chicago), Sally Haslanger (MIT), Charles Mills (Northwestern), Michele Moody-Adams (Columbia), Tommie Shelby (Harvard). This is a seminar/workshop many of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutualillumination. Most sessions are led by visiting speakers, from either outside institutions or our own faculty, who circulate their papers in advance. The session consists of a brief introduction by the speaker, followed by initial questioning by the two faculty coordinators, followed by general discussion, in which students are given priority. Several sessions involve students only, and are led by the instructors. Students write a 20-25 page seminar paper at the end of the year. The course satisfies the Law School Substantial Writing Requirement. There are approximately four meetings in each of the three quarters. Students must therefore enroll for all three quarters.
Instructor(s): M. Nussbaum, A. Prescott-Couch (Law School) Terms Offered: Autumn,Spring,Winter
Prerequisite(s): Students are admitted by permission of the two instructors. They should submit a c.v. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e-mail. Usual participants include graduate students in philosophy, political science, and divinity, and law students.
Note(s): Students must enroll for all three quarters.
Equivalent Course(s): LAWS 61512,RETH 51301,GNSE 50101,HMRT 51301

PHIL 51415. Sartrean Meditations. 100 Units.
This seminar will be devoted mostly to the reading of texts of Sartre. Our goal will be to try to define the meaning of Sartre's project of elaborating an existential psychoanalysis. In what sense can it be an alternative to Freudian or Lacanian psychoanalysis? We will try to follow Sartre in the elaboration of such a project in reading texts in which Sartre develops an existential psychoanalysis of French writers like Baudelaire, Genet and Flaubert.
Instructor(s): R. Moati Terms Offered: Autumn

PHIL 51650. Death: Some Aspects. 100 Units.
No description available.
Instructor(s): D. Brudney, D. Arnold. Terms Offered: Winter
Prerequisite(s): Consent of instructors.
PHIL 51830. Topics in Moral, Political and Legal Philosophy. 100 Units.
The topic for Winter 2015 is “Etiological/Genealogical Critiques of Concepts, Beliefs and Values.” If you had been brought up in a different family, or a different culture, your religious and moral beliefs would likely have been very different than they are—perhaps even your beliefs about the world around you. Should this fact bother us? Should the origin of our beliefs and values make us skeptical about them, or should it lead us to revise them? Historians and social scientists, from Marvis Harris to Ian Morris, have regularly proffered etiological/explanatory accounts and think they have debunking implications; recently, a number of Anglophone philosophers have begun to address the question, including G.A. Cohen, George Sher, Roger White, and Amia Srinivasan, among others. But interest in the etiology (or genealogy) of beliefs and values, and its significance, long predates these 20th-century writers. We will also give extended consideration to at least Herder, Hegel, Marx and Nietzsche—time permitting, perhaps some others.
Instructor(s): M. Forster, B. Leiter Terms Offered: Winter
Prerequisite(s): The seminar is open to philosophy PhD students without permission; to J.D. students with instructor permission; and to others with instructor permission.
Equivalent Course(s): LAWS 78603

PHIL 52015. Indexicals. 100 Units.
Indexical expressions—those whose reference and content can shift from context to context, such as ‘I’, ‘now’, ‘here’, ‘she’, and ‘today’—and indexical attitudes have played a prominent role in theoretical reflections on language and the mind. In this class, we will consider the philosophical and linguistic implications of indexicality, starting with Kaplan’s theory of indexicals and then taking a close look at Perry’s and Lewis’s seminal arguments that indexicals and indexical thoughts pose exciting problems for traditional views about propositions and attitudes. We will then ask to what extent their observations have important consequences for epistemology, ethics, and other areas of philosophy outside of philosophy of language and mind, but also consider critical perspectives on the Perry-Lewis tradition. Throughout the quarter we will keep an eye on the relation between perspectival thought and talk and the more general phenomenon of subjectivity. (II)
Instructor(s): M. Willer Terms Offered: Spring
Equivalent Course(s): LING 52015
PHIL 52805. Cultural Evolution. 100 Units.
This course explores the nature of process of cultural evolution. After establishing a background on the characteristics of biological evolution, we consider topics in cultural evolution that explore similarities and differences between processes of biological and cultural evolution, and theoretical and conceptual innovations necessary to deal with the latter, using a variety of approaches and methodologies, including agent-based modeling, “big data” approaches, and case studies. These will include topics like: the nature of inheritance, the limits of ‘memes’, the role of cognitive development, the coevolution of cognition and lithic technology, the scaffolding and evolution of social support, institutions, organizations and firms, the structure of scientific communities, entrenchment and the emergence of conventions and standards, the role of technology, horizontal vs. vertical transmission, multichannel inheritance, economic markets, the nature of innovation, and the role of history.
Instructor(s): J. Evans, W. Wimsatt Terms Offered: Autumn
Equivalent Course(s): SOCI 40196

PHIL 53101. What's Given to Perceptual Experience. 100 Units.
Readings from Sellars, McDowell, Travis, and Boyle, among others. (III)
Instructor(s): D. Finkelstein Terms Offered: Autumn

PHIL 53310. The Analytic/Synthetic Distinction. 100 Units.
This course will trace the history of the philosophical controversy over the analytic/synthetic distinction from Carnap and Klein through contemporary defenses by Gillian Russell and others. (II) (III)
Instructor(s): J. Stern Terms Offered: Autumn

PHIL 53359. Topics in Philosophy of Judaism: Ethics and Halakhah. 100 Units.
Does Judaism recognize an ethics independent of Halakhah (Jewish law)? What are the interrelations, conceptually and normatively, between ethics and Halakhah? How should we understand the conflicts between ethics and Halakhah, morality and religion? How does the Jewish tradition conceive of the notion of mitzvah (commandment), and what is the relationship between interpersonal mitzvot and mitzvot between human beings and God? What are the modes of Halakhic reasoning distinct from ethical argumentation? These topics will be considered through a study of the work of Joseph B. Soloveitchik, Aharon Lichtenstein, Yeshayahu Leibowitz, David Weiss Halivni, Daniel Sperber, and Emmanuel Lévinas. Specific examples to be discussed may include the status of women, prayer, and repentance.
Instructor(s): A. Davidson Terms Offered: Autumn
Prerequisite(s): All students interested in enrolling in this course should send an application to vwallace@uchicago.edu by 09/11/2015. Applications should be no longer than one page and should include name, email address, phone number, and department or committee. Applicants should briefly describe their background and explain their interest in, and their reasons for applying to, this course.
Equivalent Course(s): THEO 53359,HIJD 53359,DVPR 53359
PHIL 54110. Philosophy of Wilfred Sellars. 100 Units.  
This course will be structured around a close reading of Sellars' seminal "Empiricism and the Philosophy of Mind." Each week we will read between one and three major sections of that work (out of sixteen sections in all), along with relevant background material illustrating the kinds of positions that Sellars was reacting to and drawing from (including such authors as Russell, Ayer, CI Lewis, Schlick, Carnap, and Ryle), other selections from Sellars' works (including the essays in the anthology In the Space of Reasons, Science and Metaphysics, and "The Structure of Knowledge"), and relevant recent secondary literature on Sellars' thought (from authors such as Brandom, McDowell, Rosenberg, DeVries, O'Shea, Michael Williams, Lance, Kukla etc.). (III).
Instructor(s): M. Kremer Terms Offered: Spring

PHIL 55420. Plato's Philebus. 100 Units.  
In this late Platonic dialogue, Socrates offers an extended argument against hedonism. Its fascinating discussions of metaphysics (causation, relations between parts and wholes, genus and species), philosophical method, the good, pleasure, and the distinction between pure and applied forms of knowledge all had a deep influence on Aristotle. We will read the dialogue slowly, using some of the latest scholarship as our guide. (IV)
Instructor(s): G. Lear Terms Offered: Winter

PHIL 55805. Aristotle's De Anima. 100 Units.  
G.W.F. Hegel, in the Introduction to the Philosophy of Spirit, writes the following: ‘The books of Aristotle on the Soul, along with his discussions on its special aspects and states, are for this reason’ — namely, because they integrate ‘Rational’ and ‘Empirical’ psychology — ‘still by far the most admirable, perhaps even the sole, work of philosophical value on this topic.’ He continues: ‘The main aim of a philosophy of mind can only be to reintroduce unity of idea and principle into the theory of mind, and so reinterpret the lesson of those Aristotelian books’ (Encyclopedia of the Philosophical Sciences, Part III, §378). Statements such as these are not easily mustered nowadays, not even by Aristotle’s warmest admirers. Still they do prick the curiosity, and so in this course we will spend the quarter on a close reading of Aristotle’s De anima.
Instructor(s): S. Kelsey Terms Offered: Spring
PHIL 56720. Philosophy of Barry Stroud. 100 Units.
Barry Stroud has made significant contributions to disparate topics in epistemology, metaphysics and the history of philosophy. His work is nonetheless unified by an overarching concern: to get into view, and take the measure of, the perennial philosophical aspiration to arrive at a completely general understanding of the relationship between the world and our conception of it. This orientation is unusual among philosophers working in the later analytic tradition. In Stroud’s case it is combined with a probing exploration of questions about philosophy itself -- about its aims, its nature, and its prospects. A related recurring ambition of his work is to strictly think through the similarities and differences between the empiricist and idealist projects, thereby revealing insights and limitations in each. His work in the history of philosophy takes up these topics in connection with, above all, the following quartet of figures: Descartes, Hume, Kant, and Wittgenstein. It seeks at every point to bring out what is still philosophically alive and important in the thought of each of these authors. Stroud’s work in epistemology is marked by one of the most sustained engagements with philosophical skepticism to be found in the analytic tradition, as well as with the writings of those in that tradition who themselves wrestled most with problems of skepticism -- Moore, Austin, Clarke, Cavell. Relatedly, throughout his work in metaphysics, Stroud is especially concerned to explore (III
Instructor(s): J. Bridges, J. Conant Terms Offered: Winter

PHIL 57609. Philosophical Revolutions in the Concept of Form. 100 Units.
Primary readings will be from Plato, Aristotle, Goethe, Kant, Hegel, and Wittgenstein. Our topics will include Platonic conceptions of eidetic form and Aristotelian conceptions of hylomorphism, their subsequent inheritance in the philosophical tradition, their transformation into German Idealist conceptions of endogenous (self-determining) form, and their significance for the philosophy of logic, mind, life, and art. Our central secondary readings will be from Gabriel Lear, Aryeh Kosman, John McDowell, Matt Boyle, Stephen Engstrom, Andrea Kern, Thomas Khurana, and Sebastian Rödl, all of whom will be invited to campus to present recent work on these topics and participate in the seminar. Instructor(s): J. Conant, R. Pippin, D. Wellbery Terms Offered: Winter

PHIL 59950. Workshop: Job Placement Seminar. 100 Units.
Course begins in late Spring quarter and continues in the Autumn quarter. Instructor(s): D. Finklestein Terms Offered: Spring, Autumn
Prerequisite(s): This workshop is open only to PhD Philosophy graduate students planning to go on the job market in the fall of 2015. Approval of dissertation committee is required. Note(s): Pass/Fail.