

DEPARTMENT OF PHILOSOPHY

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

Chair

- Matthew Boyle

Professors

- Matthew Boyle
- Ray Briggs
- Dan Brudney
- James Conant
- Gabriel Richardson Lear, Social Thought
- Jonathan Lear, Social Thought
- Martha C. Nussbaum, Law
- Robert Pippin, Social Thought
- Candace Vogler

Associate Professors

- Jason Bridges
- Agnes Callard
- Kevin Davey
- David Finkelstein
- Anton Ford
- Anubav Vasudevan
- Malte Willer

Assistant Professors

- Matthias Haase
- Mikayla Kelley
- Maya Krishnan
- Thomas Pendlebury
- John Proios
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Instructional Professors

- Arnold Brooks
- Benjamin Callard
- Andrew Pitel
- Tyler Zimmer

Lecturers

- Bart Schultz
- Lisa Van Alstyne

Teaching Fellows

- Gregory Brown
- Melina Garibovic
- Kevin Irakoze
- Ermioni Prokopaki
- Laurenz Ramsauer

Postdoctoral Fellows

- Magnus Ferguson
- Lokchun K. Gustin Law

- Laura Martin
- Duygu Uygun Tunc

Emeritus Faculty

- Arnold Ira Davidson
- Michael Kremer
- Robert Richards, History
- Josef J. Stern
- William C. Wimsatt

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> (<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 <https://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/phildr/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 MyUChicago 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 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+Seminar/>), 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+Seminar/>)
- Second and Third Quarters:
 - First-Year Seminar (<https://wiki.uchicago.edu/display/phildr/First-Year+Seminar/>) (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 30007. The Metaphysics of Action. 100 Units.

A fundamental category through which we understand the world is the category of action. This course offers an intensive overview of the metaphysics of action. We will first cover some basics including the relationship between actions, agency, and agents, the range of action kinds, what kind of thing action is, the distinction

between basic and nonbasic action, agent nihilism, and the possibility of mental action. Next, in hopes of coming to better understand the nature of action, we will look at how action relates to other phenomena such as reasons, causation, knowledge, control, and normative life. (B) (II)

Instructor(s): Mikayla Kelley Terms Offered: Winter

Prerequisite(s): One prior philosophy course.

Equivalent Course(s): PHIL 20007

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.

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

Equivalent Course(s): PHIL 20012

PHIL 30106. Perception, Language, and Action: an Introduction to Sartre and Merleau-Ponty. 100 Units.

The thoughts of Sartre and Merleau-Ponty are intertwined throughout their philosophical developments. Both take their departure in phenomenology's central insight that the mind transcends itself toward the world and the attending dissolution of the false problem of how the mind can hook up onto the world. As Sartre once put it: "Each of us was trying to understand the world insofar as he could, and with the means at his disposal. And we had the same means - then called Husserl and Heidegger - as we were similarly disposed." ("Merleau-Ponty vivant") At the same time, Sartre and Merleau-Ponty were both dissatisfied with the accounts that Husserl and Heidegger provided of the relations between perception, language and action. German phenomenology, they argue, stumbles over the problems of other minds and history. However, their respective diagnoses are fundamentally divergent, and so are the alternative accounts that they seek to articulate. The aim of the course is to introduce students to the thoughts of Sartre and Merleau-Ponty by attending to the life-long philosophical debate between them. It is driven by the hypothesis that each of the two authors is at once the most penetrating reader and the deepest critic of the other. Although the course will recurrently present their philosophies against the background of concepts and problems bequeathed by the analytic tradition and in the light of recent debates in analytic philosophy.

Instructor(s): Jean-Philippe Narboux Terms Offered: Spring

Equivalent Course(s): PHIL 20106

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): PHIL 20308, SCTH 20308, SCTH 30308

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 (and one historian) who attempt to answer this question, including James Griffin, John Rawls, John Tasioulas, Samuel Moyn, 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): HIST 29319, HMRT 21002, MAPH 42002, HIST 39319, DEMS 21002, HMRT 31002, PHIL 21002, INRE 31602

PHIL 31114. Philosophy of Logic. 100 Units.

Logic is, and always has been, a branch of philosophy. Why? What is logic? In this course we will explore the nature of logic, and how it relates to thought; to reasoning; to ordinary language; to mathematics; and to philosophy. We will read texts on the subject of logic by Aristotle, Kant, Hegel, Frege, Russell, Wittgenstein,

Quine, Black, Prior, Gödel, Kripke, Dummett, Boolos, Putnam, Benacerraf, Harman, Williamson, Priest, and others. The course will be completely non-technical: we will be trying to make philosophical sense of logic. (B)
 Instructor(s): Benjamin Callard Terms Offered: Spring
 Equivalent Course(s): PHIL 21114

PHIL 31206. Philosophy of Race and Racism. 100 Units.

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

Instructor(s): Tyler Zimmer Terms Offered: Spring
 Equivalent Course(s): RDIN 21206, RDIN 31206, PHIL 21206

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): Mikayla Kelley 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 31505. 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 philosopher is a magician who is 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) (IV)

Instructor(s): David Finkelstein Terms Offered: Spring

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

Equivalent Course(s): PHIL 21505

PHIL 31513. Accuracy and the Patterns of Rational Belief. 100 Units.

Accuracy—first epistemology seeks to explain and justify rationality norms on belief by appeal to the epistemic good of accuracy. Its central commitment is that it is better to have accurate beliefs than inaccurate beliefs, and so one argument for satisfying some rationality norm is that doing so improves the accuracy of one's beliefs. This course will be an introduction to accuracy—first epistemology—its foundations, its promise, and its limits. (B) (II)

Instructor(s): Mikayla Kelley Terms Offered: Autumn

Prerequisite(s): Two previous courses in philosophy and a strong background in mathematics are required.

Equivalent Course(s): PHIL 21513

PHIL 32966. Epistemology of Bias. 100 Units.

According to our ordinary thought and talk, many sorts of things can be, and often are, biased: people, groups (the biased committee), inanimate objects (the biased coin), sources of evidence (biased samples, biased testimony, biased surveys), mental states (biased perceptions, biased beliefs), the outcomes of deliberation (biased decisions, biased evaluations), and algorithms. The course will be divided into two parts. In the first part of the course, we will ask what it means to say that someone or something is biased. Among other things, we will ask whether people are biased in the same way as surveys are biased, and whether surveys are biased in the same way as algorithms are biased. In the second part of the course, we will examine some specific forms of bias in reasoning: hindsight bias, confirmation bias, status quo bias, among others. What, exactly, are the cognitive mechanisms underlying these biases? And are they always irrational?

Instructor(s): Ginger Schultheis Terms Offered: Spring

Equivalent Course(s): PHIL 22966

PHIL 33029. Justice for Animals in Ethics and Law. 100 Units.

Animals are in trouble all over the world. Intelligent sentient beings suffer countless injustices at human hands: the cruelties of the factory farming industry, poaching and trophy hunting, assaults on the habitats of many

creatures, and innumerable other instances of cruelty and neglect. Human domination is everywhere: in the seas, where marine mammals die from ingesting plastic, from entanglement with fishing lines, and from lethal harpooning; in the skies, where migratory birds die in large numbers from air pollution and collisions with buildings; and, obviously, on the land, where the habitats of many large mammals have been destroyed almost beyond repair. Addressing these large problems requires dedicated work and effort. But it also requires a good normative theory to direct our efforts. This class is theoretical and philosophical. Because all good theorizing requires scientific knowledge, we will be reading a good deal of current science about animal abilities and animal lives. But the focus will be on normative theory. We will study four theories currently directing practical efforts in animal welfare: the anthropocentric theory of the Non-Human Rights Project; the Utilitarian theory of Jeremy Bentham, J. S. Mill, and Peter Singer; the Kantian theory of Christine Korsgaard; and an approach using the Capabilities Approach, recently developed by Martha Nussbaum.

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

Prerequisite(s): This is a new 1L elective, in connection with the Law School's new program in Animal Law. Law students and PhD students may register without permission. MA students and undergrads need the instructor's permission, and to receive permission they must be third or fourth-year Philosophy concentrator with a letter of recommendation from a faculty member in the Philosophy Department. Because all assessment is by an eight-hour take-home exam at the end of the class, the letter should describe, among other things, the student's ability in self-monitored disciplined preparation.

Equivalent Course(s): RETH 33029, PLSC 33029

PHIL 33206. Negation, Limit, and Intentionality. 100 Units.

Issues attending the concepts of negation, limit, and intentionality (construed as thought's capacity to be answerable to reality) are typically approached in isolation one from another. The course will pursue the contrary hypothesis: namely, that the puzzles arising in connection with these three concepts form a nexus, so that none of them can be comprehended apart from the relations that it entertains with the two others. In order to motivate and substantiate this hypothesis, we will exhumate and revive a philosophical tradition that runs from Plato to Wittgenstein through Kant and Sartre and whose defining feature lies in the upholding of this approach. We will examine how the three notions come into play in what Wittgenstein calls "the mystery of negation": "This is not how things are, and yet we can say how things are not." Bringing out their nexus requires accounting for the unity and univocity of the concept of negation across two ways of using negation that seem to pull in opposite directions: in the one case, "not-p" makes use of "not" in order to reject p as false (as in "The shirt is not red"), which requires that p lies within the limits of the realm of the intelligible; in the other case, "not-p" makes use of "not" to reject p as nonsensical (as in "The sweet is not a colour"), as if excluding p from the realm of the intelligible. (B)

Instructor(s): Jean-Philippe Narboux Terms Offered: Spring

Equivalent Course(s): PHIL 23206

PHIL 33451. Perception and Self-Consciousness. 100 Units.

In the first part of the course, we'll be discussing an argument to the effect that: in order for radical skepticism about empirical knowledge not to be intellectually obligatory, we must understand ourselves as enjoying a very particular kind of self-consciousness. In the remainder of the course, we'll be trying to get into view what an adequate account of that sort of self-consciousness might look like. (B) (II)

Instructor(s): David Finkelstein Terms Offered: Autumn

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

Equivalent Course(s): PHIL 23451

PHIL 35122. Modern Philosophy of Religion: A Historical Perspective. 100 Units.

The course will start by looking at the intellectual connections of several major figures in 18th and 19th century philosophy of religion. We will examine David Hume's "Essay on Miracles" and Dialogues Concerning Natural Religion, Søren Kierkegaard's Fear and Trembling, John Stuart Mill's "The Utility of Religion," Friedrich Nietzsche's On the Genealogy of Morality, and selections from William James's The Varieties of Religious Experience. In the last third of the course we will examine more recent writers such as Ludwig Wittgenstein and Emmanuel Levinas. The goal of the course is to present and to assess different ways in which philosophers have conceived of and argued for or against religious belief. (IV)

Instructor(s): Dan Brudney Terms Offered: Autumn

Equivalent Course(s): DVPR 35122, PHIL 25122, RLST 25122

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): PHIL 25714, SETH 25714, SETH 35714, FNDL 25714

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.

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): SETH 25715, FNDL 25715, PHIL 25715, SETH 35715, CLCV 25924, CLAS 35924

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): PHIL 25716, FNDL 25716, SETH 35716

PHIL 35908. Aristotle on Knowledge and Understanding. 100 Units.

This course will consist of a focused reading of Aristotle's Prior and Posterior Analytics. Our aim will be to understand Aristotle's theory of knowledge, the significance of experience, and the nature of reasoning. Readings will include some of the Platonic antecedents of Aristotle's work, including the Theaetetus and Sophist. (B)

Instructor(s): Arnold Brooks Terms Offered: Spring

Equivalent Course(s): PHIL 25908

PHIL 36101. Interpretation and Philosophy. 100 Units.

We discuss the nature and philosophical implications of the practice of interpretation, focusing especially on the interpretation of philosophy. We will address questions such as: what is interpretation, and at what does it aim? What counts as success or failure? Is the interpretation of philosophy itself a form of philosophy? What is the ethical significance of interpretation? This course will involve a practical element. In addition to reading texts on the theory of interpretation, we will spend time in and out of class developing interpretations of selected philosophical texts. (B)

Instructor(s): Arnold Brooks Terms Offered: Spring

Equivalent Course(s): PHIL 26101

PHIL 36425. Reading Marx's Capital: A Critique of Political Economy. 100 Units.

Karl Marx's account of "those societies in which the capitalist mode of production prevails" remains one of the most influential yet contentious theories ever committed to paper. Often invoked in times of turmoil, his name has come to mean different things to different people. Yet it is not always clear in fact just what his theory is, doubtless in part because his writings are quite challenging to read. In this course, students will engage fundamentally with Marx's writings to gain a clear idea of his theory for themselves. We will do so by reading volume 1 of Marx's Capital as well as selections from volumes 2 and 3 and Theories of Surplus Value. We will approach Marx on his own terms, considering context and comparison with other highlights from the history of political economy only where they are relevant. Topics which we will address include Marx's view of "alienation", "commodity fetishism", and "class struggle", but also labor, employment, money, capital, profit, and crisis. We will be reading Paul Reiter's new translation of Capital: Critique of Political Economy, Volume 1 (Princeton 2024), which students must bring to every class. The course will be held in English and there are no prerequisites. But students should read Marx's short essay, "Wage Labor and Capital", to prepare in advance of our first meeting.

Instructor(s): Daniel Burnfin Terms Offered: Autumn

Equivalent Course(s): GRMN 36425, PLSC 26425, GRMN 26425, PHIL 26425, MAPH 36425, MAPS 31529

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): Jason Bridges; Leslie Kay; Chris Kennedy Terms Offered: Autumn

Equivalent Course(s): PSYC 36520, PHIL 26520, SIGN 26520, PSYC 26520, NSCI 22520, LING 36520, COGS 20001, LING 26520, EDSO 20001

PHIL 36710. First Philosophy. 100 Units.

Aristotle said that "first philosophy" is the branch of knowledge that is both most general—having to do with everything—and the most foundational. In this course we will explore various attempts in the history of philosophy to describe and produce such a science, beginning with Plato and Aristotle's attempts to describe being and ending with Wittgenstein's skepticism about such a project. We will try to produce a generalization about what first philosophy is and about its possibility and limitations. (B)

Instructor(s): Arnold Brooks Terms Offered: Winter

Equivalent Course(s): PHIL 26710

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): LATN 22100, LATN 32100, FNDL 27601, PHIL 27327

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): FNDL 27328, PHIL 27328, SETH 37327, GRMN 37327

PHIL 37500. Kant's Critique of Pure Reason. 100 Units.

This will be a careful reading of what is widely regarded as the greatest work of modern philosophy, Immanuel Kant's *Critique of Pure Reason*. Our principal aims will be to understand the problems Kant seeks to address and the significance of his famous doctrine of "transcendental idealism". Topics will include: the role of mind in the constitution of experience; the nature of space and time; the relation between self-knowledge and knowledge of objects; how causal claims can be justified by experience; whether free will is possible; the relation between appearance and reality; the possibility of metaphysics. (B) (IV)

Instructor(s): Thomas Pendlebury Terms Offered: Autumn

Equivalent Course(s): PHIL 27500, CHSS 37901, HIPS 25001, FNDL 27800

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): SETH 37523, SETH 27523, FNDL 27523, PHIL 27523

PHIL 37543. Black and/or Human: On Humanism and Racialized Being. 100 Units.

What is it to be human and why does it matter? This course invites students to engage the question within the relation between theories of humanism and the histories of dehumanization as pertains to the racialization of Black people. Specific theories of the human have served as foundations of practices of dehumanization, and yet experiences of dehumanization have led to the development of new forms of humanism. In light of histories of enslavement and colonization and the related hierarchies of the human, what is the conceptual basis of the hierarchization within or exclusion from the category of the human? What does it feel like to be dehumanized and how does one adequately respond to such an experience? Some thinkers reject the concept while others reclaim it to inspire new existential outlooks on the world or political struggles. This course will explore the wide literature on these questions, supplementing written texts with other media such as film and music. We will focus on the implications of theories of humanism for the particularly human form of being, the pursuit of the good, and the organization of social life. Engagement in this course will be based on discussion, personal reflection, and the relation of course material to contemporary issues.

Instructor(s): Kevin Irakoze Terms Offered: Winter
 Equivalent Course(s): RDIN 27543, RDIN 37543, PHIL 27543

PHIL 39903. The Philosophy of AI: Induction in the age of Big Data. 100 Units.

Recent developments in artificial intelligence have brought about a radical reconceptualization of our idea of knowledge work. The model of the laboratory scientist, whose task is to conduct elaborate experiments that probe, in minute detail, the correctness of a theoretical hypothesis, is gradually giving way to that of the data scientist, whose concern is to wrangle massive datasets in an effort to extract from them reliable predictions with only a minimal theoretical guidance. In this course, we will explore some of the epistemological implications of this AI-driven shift in our conception of knowledge and the work that goes into acquiring it. Focusing on applications of artificial intelligence that utilize feed-forward deep neural networks for statistical inference, we will investigate what the shift to "big data" means for our philosophical theories of induction. Are the learning algorithms employed in the training of deep neural networks really "theory free"? If so, why should we trust that their predictions are reliable? How do neural networks purport to solve the curve-fitting problem and Goodman's new riddle of induction, without giving weight to theoretical virtues such as simplicity? Without a background of causal knowledge to structure their inferences, how do neural networks distinguish between causation and mere correlation, and if they cannot, why should we allow their predictions to serve as inputs to a theory of rational decision making? (B) (II)

Instructor(s): Anubav Vasudevan Terms Offered: Spring
 Equivalent Course(s): PHIL 29903

PHIL 43114. Foundations of the Philosophy of Action. 100 Units.

In this seminar we will explore a set of interrelated topics in the philosophy of action. These include: the purposive structure of practical reason, the nature of the relationship between means and ends, the idea of 'practical inference', and the place of causation in the understanding of intentional agency. Course readings comprise a manuscript by the course instructor in conjunction with a constellation of primarily contemporary writings on these topics. (I)

Instructor(s): Jason Bridges Terms Offered: Winter

PHIL 44503. Locke and Leibniz. 100 Units.

This course will consist of a close study of Locke's Essay Concerning Human Understanding alongside Leibniz's chapter-by-chapter response to Locke in his New Essays on Human Understanding. Locke's Essay is the great manifesto and development of empiricism, and Leibniz's New Essays is a detailed, sustained rebuttal of Locke's book. As such, it is both a fascinating work by one of the giants of rationalism and a text that provides an opportunity to take seriously the idea that philosophy develops through dialogue. Topics to be discussed include innate ideas, necessary truths, reason, experience, substance, essence, personal identity, the nature of mind and body, and freedom, among others. We will also ask larger questions about the nature of the rationalist and empiricist traditions to which these philosophers belong - e.g., the extent to which empiricism is indebted to the experimental sciences, and whether rationalism is best understood as a doctrine concerning the sources of human knowledge or as a metaphysical claim about the intelligibility of being. (B)

Instructor(s): Andrew Pitel Terms Offered: Spring
 Prerequisite(s): Open to undergraduate and MA students, and all others with consent.
 Equivalent Course(s): PHIL 24503, MAPH 44503

PHIL 45798. Substance in Medieval, Modern, and Contemporary Metaphysics. 100 Units.

The notion of substance has long been at the center of metaphysical theorizing. Substances are said to be fundamental and independent things, capable of existing on their own, which are the bearers of properties. An account of substance has also been thought central to metaphysics in that the primary sense of 'being' is the sense in which substances are beings. But there has been a great deal of controversy over how to give an account of the nature or being of substance, what sorts of things we should count as substances, what we can know of substance, and even whether the notion of substance is intelligible. In this course we will examine a number of influential accounts of substance in medieval, early modern, and contemporary metaphysics. Historical figures we will likely read include Aquinas, Scotus, Ockham, Suárez, Descartes, Spinoza, and Locke. Contemporary readings may include texts by Justin Broackes, Kit Fine, Robert Pasnau, Kathrin Koslicki, Michael Della Rocca, and Shamik Dasgupta. (B)

Instructor(s): Andrew Pitel Terms Offered: Winter
 Prerequisite(s): Open to undergraduate and MA students, and all others with consent.
 Equivalent Course(s): MAPH 45798, PHIL 25798

PHIL 49701. Topical Workshop. 100 Units.

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

Instructor(s): Malte Willer Terms Offered: Autumn Winter
 Prerequisite(s): A two-quarter (Autumn, Winter) workshop for all and only philosophy graduate 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): Malte Willer 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): Anubav Vasudevan Terms Offered: Autumn Winter

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

PHIL 50208. 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. (IV)

Instructor(s): Thomas Pendlebury Terms Offered: Winter

PHIL 51414. Love and Friendship. 100 Units.

We will consider the popular question: "What is love? And why does it hurt so bad?" Our systematic point of departure will be the analysis of love in contemporary analytic philosophy. In the second part of the class, we will turn to the dialectic of love as it presents itself in Hegel's work and its critical reception in Feminist Philosophy. The conundrum we encounter will be the following. On the one hand, Hegel's speculative concept appears to render intelligible the modern ideal of love that feels well familiar from inside intuition but doesn't seem to be quite captured by the received analysis of love. In one way or another, the analytic accounts on offer seem to imply a tension between two aspects that intuitively both belong to the concept of true love: being with the beloved and realizing the freedom traditionally thought to be essential to being a person. Hegel's speculative account is meant to resolve the apparent tension. As he has it, love's bond is a liberation: love sets you free. His articulation of this thought promises to make sense of the intuitively familiar and yet on the reflection deeply puzzling idea that it is precisely the devotion to the other through which one finds oneself. On the other hand, the explanation Hegel offers appears to entail his problematic views on patriarchy. We will investigate whether this is just Hegel's fault or perhaps the contradiction in which we live. (I)

Instructor(s): Matthias Haase Terms Offered: Autumn

PHIL 51492. Anscombe's Practical Philosophy. 100 Units.

G. E. M. ('Elizabeth') Anscombe wrote on many different topics in the history of philosophy, in theoretical philosophy, and in practical philosophy. We will read, write, talk, and think about her work in practical philosophy, with special emphases on her writings on action theory, moral psychology, ethics, and practical reason. Engagement with her work in practical philosophy has become the focus of significant philosophical research by prominent mainstream Anglophone philosophers in recent decades, and we also will engage some work by scholars and theorists whose work is indebted to hers. (I)

Instructor(s): Candace Vogler Terms Offered: Spring

Prerequisite(s): Consent required for enrollment.

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

Topic: MARX'S PHILOSOPHY AND 20TH-CENTURY MARXISM: HISTORY, ECONOMICS, THE STATE, IDEOLOGY The first half of the seminar will introduce some major themes of Marx's philosophy-especially historical materialism, his economics and analysis of capitalism, his theory of ideology (especially as applied to morality and law), and the early Marx's views on human nature and human flourishing-while the second half will consider the reception and development of Marx's ideas about history, the state, ideology, and economics in 20th-century Continental European thought, with readings from, among others, Lukács, Adorno, Kojève, Hilferding, Luxemburg, Gramsci, and others.

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 51833. Wittgenstein and Moore's Paradox. 100 Units.

Wittgenstein wrote a letter to G. E. Moore after hearing Moore give the paper which first set forth a version of (what has come to be known as) Moore's paradox. The version of the paradox that Moore first set forth involved imagining someone uttering the following sentence: "There is a fire in this room and I don't believe there is." Wittgenstein's understanding of the importance of Moore's paradox may be summarized as follows: Something on the order of a logical contradiction arises when we attempt to combine the affirmation of p and a denial of a consciousness of p within the scope of a single judgment. In his letter to Moore, Wittgenstein writes: To call this ... "an absurdity for psychological reasons" seems to me to be wrong, or highly misleading. It ... is in fact something similar to a contradiction, though it isn't one.... This means roughly: it plays a similar role in logic. You have said something about the logic of assertion. Viz: It makes sense to say "Let's suppose: p is the case and I don't believe that p is the case," whereas it makes no sense to assert "p is the case and I don't believe that p is the case." This assertion has to be ruled out and is ruled out by "common sense," just as a contradiction is. And this just shows that logic isn't as simple as logicians think it is. In particular: that contradiction isn't the unique thing people think it is. It isn't the only logically inadmissible form. (II)

Instructor(s): James Conant; David Finkelstein Terms Offered: Winter

PHIL 53422. Kant's Theology. 100 Units.

Although Kant wrote on theology throughout his philosophical career, contemporary scholarship often sidelines this dimension of Kant's thinking. This seminar will focus on Kant's theological work, with the dual aim of understanding Kant's theological views and assessing how or whether a theological perspective affects one's interpretation of core features of the Critical philosophy. Potential topics include Kant's account of the divine mind and the divine will, the account of the most real being (*ens realissimum*) in the first Critique's Dialectic, the criticisms of the traditional proofs of the existence of God, the role of God within Kant's "moral metaphysics", Kant's relationship to Baumgarten and Wolff, Pietist themes within Kant's theology, and connections with post-Kantian Idealist views on both intellectual intuition and theology as such. (IV)

Instructor(s): Maya Krishnan Terms Offered: Winter

PHIL 53905. Heidegger, Being and Time. 100 Units.

Though unfinished, Martin Heidegger's *Being and Time* is one of the most influential contributions to 20th century philosophy. In it, Heidegger proposes nothing less than an exposition (in fact, a restatement) of the question of Being - a question whose subject matter is inherently intertwined with the concerns and affairs of the inquirer. Systematizing and indeed radicalizing ideas from Nietzsche, Kierkegaard, and Husserl, *Being and Time* is at the same time a critique of the Western philosophical tradition's neglect of the *Seinsfrage*. We will proceed systematically through *Being and Time*, seeking to understand as well as to contextualize its basic moves, motivations, and key arguments. (IV)

Instructor(s): Malte Willer Terms Offered: Autumn

PHIL 55403. Transfeminism. 100 Units.

Trans experience raises interesting philosophical questions about how people understand and misunderstand each other as gendered beings, how our internal senses of ourselves relate to the way society perceives us, and how to re-imagine our ideas of a good or normal body. This graduate seminar explores some of these questions through readings in contemporary Anglo-American philosophy that center trans and feminist perspectives. (I)

Instructor(s): Ray Briggs Terms Offered: Spring

Equivalent Course(s): GNSE 55403

PHIL 55502. Socratic Intellectualism. 100 Units.

We will read selections from, and secondary literature on, some early Socratic dialogues in order to engage with a set of Socratic theses on desire, motivation, and value: (1) Everyone desires the good (or: what he believes to be good?) (*Meno*, *Gorgias*, *Lysis*) ; (2) Everyone does what he believes (or knows?) to be best (*Protagoras*, *Apology*) (3) It is better to be wronged than to do wrong (*Gorgias*, *Apology*) (4) Only good men do wrong voluntarily (*Hippias Minor*) (5) Courage/Moderation is Wisdom (*Laches*, *Protagoras*, *Charmides*). We will want to examine these views both for consistency; for their individual merits; and in order to see whether we can put them together into a distinctively Socratic ethical point of view. (III)

Instructor(s): Agnes Callard Terms Offered: Autumn

PHIL 57504. Kant's Critique of Judgment. 100 Units.

This will be a study of Kant's third and final Critique, his *Critique of Judgment*. We will attempt to survey the book as a whole, including Kant's influential account of the nature of judgments of beauty and sublimity, as well as his theory of "teleological" judgment and its place in our understanding of the natural world. We will also seek to comprehend and assess Kant's claim that these studies constitute essential contributions to a critique of our cognitive power of judgment, a critique which is crucial to the completion of his larger "critical" project surveying the scope and limits of human cognition as a whole. (IV)

Instructor(s): Matthew Boyle Terms Offered: Autumn

Prerequisite(s): Students not in Philosophy or Social Thought should consult the instructor before enrolling.

Equivalent Course(s): SETH 57504

PHIL 59950. Workshop: Job Placement. 000 Units.

Course begins in late Spring quarter and continues in the 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 2024/2025. Approval of dissertation committee is required.

PHIL 70000. Advanced Study: Philosophy. 300.00 Units.

Advanced Study: Philosophy

Instructor(s): Malte Willer Terms Offered: Autumn Spring Winter

