

# PHILOSOPHY

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*Chair:* to be announced

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*Director of Undergraduate Study:* John Perry

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*Assistant Professors:* Lanier Anderson (on leave), Chris Bobonich, Yair Guttman, Nadeem Hussain, Agnieszka Jaworska, Krista Lawlor, Tamar Schapiro, Michael Strevens

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*Courtesy Assistant Professor:* Reviel Netz

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Philosophy concerns itself with fundamental problems. Some are abstract and deal with the nature of truth, justice, value, and knowledge; others are more concrete and their study may help guide our conduct or enhance our understanding of other subjects. In addition, philosophy examines the efforts of past thinkers to understand the world and our experience of it.

Although it may appear to be an assortment of different disciplines, there are features common to all philosophical enquiry. These include an emphasis on methods of reasoning and the way in which our judgments are formed, on criticizing and organizing our beliefs, and on the nature and role of fundamental concepts.

Students of almost any discipline can find something in philosophy which is relevant to their own specialties. In the sciences, it provides a framework within which the foundations and scope of a scientific theory can be studied, and it may even suggest directions for future development. Since philosophical ideas have had an important influence on human endeavors of all kinds (artistic, political, even economic), students of the humanities will find their understanding deepened by some acquaintance with philosophy.

Philosophy is an excellent major for those planning a career in law, medicine, or business. It provides analytical skills and a breadth of perspective helpful to those called upon to make decisions about their own conduct and the welfare of others. Philosophy majors who have carefully planned their undergraduate program have an excellent record of admission to professional and graduate schools.

The Special Program in the History and Philosophy of Science enables students to combine interests in science, history, and philosophy. Students interested in this program should see the special adviser.

The joint major in Philosophy and Religious Studies combines courses from both departments into a coherent theoretical pattern.

The Tanner Memorial Library of Philosophy contains an excellent working library and ideal conditions for study.

Graduate students and undergraduate majors in philosophy have formed associations for discussion of philosophical issues and the reading of papers by students, faculty, and visitors. These associations elect student representatives to department meetings.

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS

There are two ways of majoring in philosophy: the "General Program" and the "Special Program in the History and Philosophy of Science." A student completing either of these receives an A.B. degree in Philosophy. There is also a major program offered jointly with the Department

of Religious Studies. To declare a major, a student must consult with the Director of Undergraduate Study. The student is assigned an adviser to work out a coherent plan. The department strongly urges proficiency in at least one foreign language.

### GENERAL PROGRAM

1. Course requirements, minimum 55 units:
  - a) Preparation for the major: an introductory course (under 100) and 80. Students taking both quarters of the winter/spring philosophy Introduction to the Humanities (IHUM) track can count 5 units toward the introductory philosophy requirement.
  - b) The core (affiliated department courses may not be used to satisfy core requirements): 24 additional Philosophy units as follows
    - 1) Logic: one from 57, 159, 160A, 169
    - 2) Philosophy of Science: any course from 60, 61, 156, 163-168
    - 3) Moral and Political Philosophy: one from 170-173
    - 4) Metaphysics and Epistemology: one from 180-188
    - 5) History of Philosophy: two history of philosophy courses numbered 100 or above
  - c) One undergraduate philosophy seminar from the 194 series.
  - d) Electives: courses numbered 10 or above, at least 13 units of which must be in courses numbered above 99.
2. Units for Tutorial, Directed Reading, or *The Dualist* (Philosophy 196, 197, 198) may not be counted in the 55-unit requirement. No more than 10 units completed with grades of "Satisfactory" may be counted in the 55-unit requirement.
3. A maximum of 10 transfer units or two courses can be used for the departmental major. In general, transfer courses cannot be used to satisfy the five area requirements or the undergraduate seminar requirement. Students may not substitute transfer units for the Philosophy 80 requirement.

### SPECIAL PROGRAM IN HISTORY AND PHILOSOPHY OF SCIENCE

Undergraduates may major in Philosophy with a degree field in History and Philosophy of Science under the Department of Philosophy. Each participating student is assigned an adviser who approves the course of study. A total of 61 units are required for the sub-major, to be taken according to requirements 1 through 5 below. Substitutions for the listed courses are allowed only by written consent of the undergraduate adviser for History and Philosophy of Science. Students are encouraged to consider doing honors work with an emphasis on the history and philosophy of science. Interested students should see the description of the honors thesis in Philosophy and consult their advisers for further information.

1. Three science courses (for example, biology, chemistry, physics) for 12 units.
2. The following Philosophy *core* courses must be completed with a letter grade by the end of the junior year:
  - a) one from 57, 159, 160A, 169
  - b) 60
  - c) 80
3. Three history of science courses.
4. Three philosophy of science courses, of which one must be Philosophy 164.
5. Three additional courses related to the major, in philosophy or history, to be agreed on by the adviser.
6. At least six courses in the major must be completed at Stanford with a letter grade. Units for Tutorial, Directed Reading, or *The Dualist* (196, 197, 198) may not be counted in the requirement. No more than 10 units completed with grades of "Satisfactory" may be counted in the requirement.
7. Transfer units must be approved in writing by the Director of Undergraduate Study at the time of declaring a major. Transfer courses are strictly limited when used to satisfy major requirements.

## MINORS

A minor in Philosophy consists of at least 30 units of philosophy courses satisfying the following conditions:

1. Introduction to the Humanities Program 23A and 23B (Reason, Passion and Reality) may be counted for a maximum of 5 units.
2. At least 10 units must be from courses numbered 100 or above.
3. The 30 units must include one of:
  - a) A history of philosophy course numbered 100 or above
  - b) Two quarters of Area 1 (only 5 of the 10 units can count towards 30-unit requirement)
4. One course from any two of the following three areas:
  - a) Philosophy of science and logic: 60, 61, 156, 163-168; 57, 59, 160A, 169
  - b) Moral and political philosophy: 20, 30, 170-172
  - c) Metaphysics and epistemology: 10, 80, 180-188
5. Units for tutorials and directed reading may not be counted.
6. Transfer units must be approved in writing by the Director of Undergraduate Studies at the time of declaring. The number of transfer units is generally limited to a maximum of 10.
7. No more than 6 units completed with grades of "Satisfactory" count towards the 30-unit requirement.

As with the Philosophy major, these courses need not be taken in any particular order.

Students must declare their intention to minor in Philosophy in a meeting with the Director of Undergraduate Studies. This formal declaration must be made no later than the last day of the quarter two quarters before degree conferral. The Permission to Declare a Philosophy Minor (signed by the Director of Undergraduate Studies) lists courses taken and to be taken to fulfill minor requirements. This permission is on file in the department office. Before graduation, a student's record is checked to see that requirements have been fulfilled, and the results are reported to the University Registrar.

## HONORS PROGRAM

Students who wish to undertake a more intensive and extensive program of study, including seminars and independent work, are invited to apply for the honors program during Winter Quarter of the junior year. Admission is selective on the basis of grade point average (GPA), demonstrated ability in philosophy, and progress towards satisfying the requirements of the major.

With their application, candidates should submit an intended plan of study for the remainder of the junior and the senior years. It should include at least 5 units of Senior Tutorial (196) during Autumn and/or Winter quarter(s) of the senior year. In the quarter preceding the tutorial, students should submit an essay proposal to the Philosophy Undergraduate Director and determine an adviser.

In the senior tutorial, students write an essay on some philosophical problem. This essay is usually about 7,500 words for those taking one quarter of the tutorial, and about 12,500 for those taking two quarters of the tutorial. Length may vary considerably depending on the problem and the approach. The tutorial essay may use work in previous seminars and courses as a starting point.

A completed draft of the essay is submitted to the adviser at the end of the Winter Quarter. If rewriting is necessary, the student may enroll in 2 units of the Spring Quarter senior tutorial. Three copies of the essay must be given to the department by the end of the fifth full week of the Spring Quarter. The honors essay must be completed with an 'A' or 'A-' in order for the student to receive honors.

The honors tutorials represent units in addition to the 55-unit requirement.

The Department of Philosophy cooperates with the honors component of the "Interdisciplinary Studies in Humanities" as described in that section of this bulletin.

## JOINT MAJOR IN PHILOSOPHY AND RELIGIOUS STUDIES

The joint major in Philosophy and Religious Studies consists of 60 units of course work with approximately one third each in the philosophy core, the religious studies core, and either the general major or the special concentration.

No courses in either the philosophy or religious studies core may be taken satisfactory/no credit.

In general, transfer units cannot be used to satisfy the core requirements. Transfer units and substitutions must be approved by the director of undergraduate studies in the appropriate department.

## CORE REQUIREMENTS

1. Philosophy courses:
  - a) 80
  - b) 16 units, including at least one Philosophy course from each of the following areas:
    - 1) Logic and philosophy of science: 57, 60, 61, 156, 159, 160A, 162-169
    - 2) Ethics and value theory: 170-173
    - 3) Epistemology, metaphysics, and philosophy of language: 180-188
    - 4) History of philosophy: 100-103
2. Religious Studies courses: 20 units, including at least two courses in diverse religious traditions (for example, an Eastern and a Western or a literate and a preliterate tradition) and including at least one seminar.

*General Major Requirements*—Five additional courses (approximately 20 units) divided between the two departments. No more than 5 of these units may come from courses numbered under 99 in either department. Each student must also take at least one undergraduate seminar in religious studies and one undergraduate seminar in philosophy.

*Special Concentration*—With the aid of an adviser, students pursue a specialized form of inquiry in which the combined departments have strength; for example, American philosophy and religious thought, philosophical and religious theories of human nature and action, philosophy of religion. Courses for this concentration must be approved in writing by the adviser.

*Directed Reading and Satisfactory/No Credit Units*—Units of directed reading for fulfilling requirements of the joint major are allowed only with special permission. No more than 10 units of work with a grade of "Satisfactory" count toward the joint major.

## HONORS PROGRAM

Students pursuing a joint major in Philosophy and Religious Studies may also apply for honors by following the procedure for honors in either of the departments.

## COTERMINAL DEGREE

It is possible to earn an A.M. in Philosophy while earning an A.B. or B.S. This can usually be done by the end of the fifth undergraduate year, although students whose degree is not in philosophy may require an additional year. Standards for admission to, and completion of, this program are the same as for A.M. applicants who already have the bachelor's degree when matriculating. Applicants for the coterminal program are not, however, required to take the Graduate Record Exam. Information about application is available from Degree Progress in the Registrar's Office.

## GRADUATE PROGRAMS

The department is prepared to direct and supervise individual study and research to supplement instruction offered in the courses listed below. In addition, advanced seminars not listed in the catalog are frequently organized in response to student interest. Candidates for advanced degrees are urged to discuss their entire program of study with their department advisers as early as possible.

Applications to graduate programs in the Department of Philosophy can be obtained from Graduate Admissions, the Registrar's Office. Ap-

plicants must take the Graduate Record Examination by October of the year the application is submitted.

## MASTER OF ARTS

University requirements for the A.M. are discussed in the "Graduate Degrees" section of this bulletin.

Four programs lead to the A.M. in Philosophy. One is a general program providing a grounding in all branches of the subject. The others provide special training in one branch.

**Admissions**—All prospective master's students, including those currently enrolled in other Stanford programs, must apply for admission to the program. The application deadline is April 1 of the academic year preceding entry into the program. In exceptional circumstances, consideration may be given to applications received after the April 1 deadline but before April 30. No fellowships are available. Entering students must meet with the director of the master's program and have their advisers' approval, in writing, of program proposals. The master's program should not be considered a stepping-stone to the doctoral program; these two programs are separate and distinct.

**Unit Requirements**—Each program requires a minimum of 36 units in philosophy. Students in a special program may be allowed or required to replace up to 9 units of philosophy by 9 units in the field of specialization. Although the requirements for the A.M. are designed so that a student with the equivalent of a strong undergraduate philosophy major at Stanford might complete them in one year, most students need longer. Students should also keep in mind that although 36 units is the minimum required by the University, quite often more units are necessary to complete department requirements. Up to 6 units of directed reading in philosophy may be allowed. There is no thesis requirement, but an optional master's thesis or project, upon faculty approval, may count as the equivalent of up to 8 units. A special program may require knowledge of a foreign language. At least 36 units in courses numbered 100 or above must be completed with a grade of 'B-' or better at Stanford. Students are reminded of the University requirements for advanced degrees, and particularly of the fact that for the A.M., students must complete three full quarters as measured by tuition payment.

## GENERAL PROGRAM

The General Program requires a minimum of 36 units in Philosophy courses numbered above 99. These courses must be taken for a letter grade and the student must receive at least a 'B-' in the course. Courses taken to satisfy the "undergraduate core" may not be counted in the 36 units. The requirement has three parts:

1. **Undergraduate Core:** students must have when they enter, or complete early in their program, the following undergraduate courses (students entering from other institutions should establish equivalent requirements with a master's adviser upon arrival or earlier):
  - a) Logic 57, 159, or 160A
  - b) Philosophy of science: any course from 60, 61, 163-167
  - c) Moral and political philosophy: one from 170-173
  - d) Metaphysics and epistemology: one from 80, 180-188
  - e) History of philosophy: two history of philosophy courses numbered 100 or above
2. **Graduate Core:** students must take at least one course numbered over 105 from three of the following five areas (courses used to satisfy the undergraduate core cannot also be counted toward satisfaction of the graduate core). Crosslisted and other courses taught outside the Department of Philosophy do not count towards satisfaction of the core.
  - a) Logic and semantics
  - b) Philosophy of science and history of science
  - c) Ethics, value theory, and moral and political philosophy
  - d) Metaphysics, epistemology, and philosophy of language
  - e) History of philosophy

Each master's candidate must take at least two courses numbered above 200 (these cannot be graduate sections of undergraduate courses). One may be a graduate core seminar (260, 270, 280, 281), but no student is admitted to a core seminar before completing undergradu-

ate requirements in the area of the seminar and securing the approval of the instructor.

3. **Specialization:** students must take at least three courses numbered over 105 in one of the five areas.

## SPECIAL PROGRAM IN THE HISTORY AND PHILOSOPHY OF SCIENCE

Only students with substantial preparation in philosophy, or in the history of science in one of the natural or social sciences, are admitted. Entering students whose primary preparation has been in science may be required to satisfy all or part of the undergraduate core requirement as described in the General Program. Students whose preparation has not been in science may be required to take additional science courses.

### COURSE REQUIREMENTS

1. At least four courses in the Department of Philosophy in the history or philosophy of science. At least two of these must be graduate-level courses, or graduate sections of undergraduate courses, and at least one of the four must be in the philosophy of science and one in the history of science.
2. In most cases, one upper division or graduate course outside the Department of Philosophy in the natural or social sciences or in history.
3. Remaining courses are to be chosen in consultation with and approved by an adviser.

## SPECIAL PROGRAM IN SYMBOLIC SYSTEMS

Students should have the equivalent of the Stanford undergraduate major in Symbolic Systems. Students who have a strong major in one of the basic SSP disciplines (philosophy, psychology, linguistics, computer science) may be admitted, but are required to do a substantial part of the undergraduate SSP core in *each* of the other basic SSP fields. This must include the following three philosophy courses or their equivalents: 80; 160A; and one from 181, 183, 184, 186. This work does not count towards the 36-unit requirement.

### COURSE REQUIREMENTS

1. Four courses in philosophy at the graduate level (numbered 200 or above), including courses from three of the following five areas:
  - a) Philosophy of language
  - b) Logic
  - c) Philosophy of mind
  - d) Metaphysics and epistemology
  - e) Philosophy of science

At most two of the four courses may be graduate sections of undergraduate courses numbered 100 or higher.

2. Three courses numbered 100 or higher from outside Philosophy, chosen in consultation with an adviser. These courses should be from two of the following four areas:
  - a) Psychology
  - b) Linguistics
  - c) Computer Science
  - d) Education

Remaining courses are to be chosen in consultation with and approved by an adviser.

## SPECIAL PROGRAM IN THE PHILOSOPHY OF LANGUAGE

Admission is limited to students with substantial preparation in philosophy or linguistics. Those whose primary preparation has been in linguistics may be required to satisfy all or part of the undergraduate core requirements as described in the General Program. Those whose preparation is primarily in philosophy may be required to take additional courses in linguistics.

### COURSE REQUIREMENTS

1. Philosophy of language: two approved courses in the philosophy of language numbered 180 or higher.
2. Syntactic theory and generative grammar: 284 and Linguistics 231.
3. Logic: at least two approved courses numbered 160A or higher.

4. An approved graduate-level course in mathematical linguistics or automata theory.

## DOCTOR OF PHILOSOPHY

The University's basic requirements for the Ph.D. degree (residence, dissertation, examination, and so on) are discussed in the "Graduate Degrees" section of this bulletin. The requirements detailed here are department requirements.

There are six basic areas (philosophy of science, ethics, metaphysics and epistemology, philosophy of language, logic, and history) in which students should have proficiency in order to obtain a Ph.D. Demonstrating proficiency takes the form of course work, intensive seminars, and papers, as detailed below.

All courses used to satisfy proficiency requirements must be passed with a letter grade of 'B-' or better (no satisfactory/no credit).

At the end of the first year, the department reviews the progress of each first-year student to determine whether the student may continue in the program.

Any student in one of the Ph.D. programs may apply for the A.M. when all University and department requirements have been met.

## PROFICIENCY REQUIREMENTS

1. Course requirements, to be completed during the first two years:
  - a) Seven of the eight items listed below:
    - 1) Four "core" graduate courses and seminars in philosophy of language (281); philosophy of mind, metaphysics, and epistemology (280); value theory (270); and philosophy of science (260). To enroll, the student must be a Ph.D. student in Philosophy or have special permission of the instructor.
    - 2) Three history courses, each consisting of an approved graduate-level course in the history of philosophy. Courses satisfying this seven-out-of-eight requirement must include at least one history course in ancient philosophy, one in modern.
    - 3) Philosophy 160A
  - b) Philosophy 159 or the equivalent.
  - c) Breadth requirement: a course in Eastern or Continental philosophy, or some other course establishing breadth.
  - d) A total of at least 39 units of course work in the Department of Philosophy numbered above 110, but not including Teaching Methods (Philosophy 239). Units of Individual Directed Reading (Philosophy 240) may be included only with the explicit approval of the Director of Graduate Studies.
2. Teaching assistance: a minimum of four quarters of teaching assistance at 25 percent time, usually during the second and third years.
3. Candidacy: to continue in the Ph.D. program, each student must be approved for candidacy during the sixth academic quarter (normally the Spring Quarter of the student's second year). Students may be approved for candidacy on a conditional basis if they have only one or two outstanding deficiencies, but are not officially advanced to candidacy until these deficiencies have been removed. Approval for candidacy indicates that, in the department's judgment, the student can successfully complete the Ph.D. In reaching this judgment, the department considers the overall quality of the student's work during the first six quarters and the student's success in fulfilling course requirements.
4. During the third year of graduate study, and after advancement to candidacy, a Ph.D. student should successfully complete at least three graduate-level courses/seminars, at least two of which must be in philosophy. Courses required for candidacy are not counted toward satisfaction of this requirement. Choice of courses/seminars outside philosophy is determined in consultation with a student's adviser.
5. During the summer of their second year, students are eligible to attend a Dissertation Development seminar given by the department.
6. Dissertation work and defense: the third and fourth (and sometimes fifth) years are devoted to dissertation work.
  - a) *Dissertation Proposal*: by Spring Quarter of the third year, students select a dissertation topic, a reading committee, and some possible thesis relative to that topic. The topic and thesis

should be sketched in a proposal of three to five pages, plus a detailed, annotated bibliography indicating familiarity with the relevant literature. The proposal should be approved by the reading committee before the meeting on graduate student progress late in Spring Quarter.

- b) *Departmental Oral*: during Autumn Quarter of the fourth year, students take an oral examination, called the "Departmental Oral," based on at least 30 pages of written work, in addition to the proposal. The aim of the exam is to help the student arrive at an acceptable plan for the dissertation and to make sure that the student, thesis, topic, and adviser make a reasonable fit. In cases where such an exam is deemed inappropriate by the reading committee, the student may be exempted by filing a petition with the Director of Graduate Studies, signed by the student and the members of the reading committee.
- c) *Fourth-Year Colloquium*: no later than the Spring Quarter of the fourth year, students present a research paper in a seminar open to the entire department. This paper should be on an aspect of the student's dissertation research.
- d) *University Oral Exam*: Ph.D. students must submit a completed draft of the dissertation to the three-person reading committee at least one month before the student expects to defend the thesis in the University oral exam. If the student is given permission to go forward, the University orals take place approximately two weeks later. A portion of the exam consists of a student presentation based on the dissertation and is open to the public. A closed question period follows. If the draft is ready by Autumn Quarter of the fourth year, the student can request that the University oral count as the department oral.

## SPECIAL GRADUATE PROGRAMS

The department recognizes that some students may need to spend a large amount of time preparing themselves in some other discipline related to their philosophical goals, or in advanced preparation in some area within philosophy. In such circumstances, the department may be willing to waive some of the Ph.D. requirements. Such an exemption is not automatic; a program must be worked out with an adviser and submitted to the department some time in the student's first year. This proposal must be in writing and must include:

1. The areas to be exempted (see below).
2. A program of additional courses and seminars in the special area (usually at least 12 units).
3. A justification of the program that considers both intellectual coherence and the student's goals.

The department believes there is plenty of room for normal specialization within the program as it stands, and that all students will specialize to some extent. Thus, the intent is not to exempt courses on a one-to-one basis, but only to grant exemptions when a student plans an extensive and intensive study of some relevant area.

Special-program students may be exempted from no more than two of the following:

1. One additional item from the items listed above in requirement 1(a)
2. Philosophy 159 (but then they must take Philosophy 57)
3. The breadth requirement

If a student's special program involves substantial course work outside of philosophy then, with the approval of the adviser, the student may petition the department to reduce requirement 1(d) (the Philosophy unit requirement for the first two years). Normally this requirement is not reduced below 32 units.

## Ph.D. MINOR

To obtain a Ph.D. minor in Philosophy, students must follow these procedures:

1. Consult with the Director of Graduate Studies to establish eligibility, and select a suitable adviser.
2. Give to the department academic assistant a signed copy of the program of study (designed with the adviser) which offers:

- a) 30 units of courses in the Department of Philosophy with a letter grade of 'B-' or better in each course. No more than 3 units of directed reading may be counted in the 30-unit requirement.
- b) At least one course or seminar numbered over 99 to be taken in each of these five areas:
  - 1) Logic
  - 2) Philosophy of science
  - 3) Ethics, value, theory, and moral and political philosophy
  - 4) Metaphysics, epistemology, and philosophy of language
  - 5) History of philosophy
- c) Two additional courses numbered over 199 to be taken in one of those (b) five areas.
3. A faculty member from the Department of Philosophy (usually the student's adviser) serves on the student's doctoral oral examination committee and may request that up to one third of this examination be devoted to the minor subject.
4. Paperwork for the minor must be submitted to the department office before beginning the program.

## INTERDEPARTMENTAL PROGRAMS

### GRADUATE PROGRAM IN HUMANITIES

The Department of Philosophy also participates in the Graduate Program in Humanities leading to the joint Ph.D. degree in Philosophy and Humanities. It is described in the "Interdisciplinary Studies in Humanities" section of this bulletin.

### GRADUATE PROGRAM IN COGNITIVE SCIENCE

Philosophy participates with the departments of Computer Science, Linguistics, and Psychology in an interdisciplinary program in Cognitive Science. It is intended to provide an interdisciplinary education, as well as a deeper concentration in philosophy, and is open to doctoral students. Students who complete the requirement within Philosophy and the Cognitive Science requirements receive a special designation in Cognitive Science along with the Ph.D. in Philosophy. To receive this field designation, students must complete 30 units of approved courses, 18 of which must be taken in two disciplines outside of philosophy. The list of approved courses can be obtained from the Cognitive Science program located in the Department of Psychology.

### SPECIAL TRACK IN PHILOSOPHY AND SYMBOLIC SYSTEMS

Students interested in interdisciplinary work relating philosophy to artificial intelligence, cognitive science, computer science, linguistics, or logic may pursue a degree in this program.

**Prerequisites**—Ideally, admitted students have covered the equivalent of the core of the undergraduate Symbolic Systems Program requirements as described in that section of this bulletin, including courses in artificial intelligence (AI), cognitive science, linguistics, logic, and philosophy. The graduate program is designed with this background in mind. Students missing part of this background may need additional course work. Aside from the required course work below, the Ph.D. requirements are the same as for the regular program.

**Courses of Study**—The program consists of two years of courses and two years of dissertation work. Students are required to take the following courses in the first two years:

1. Six Philosophy courses:
  - a) Two of the following: 260, 270, 280, 281
  - b) One course in the history of modern philosophy
  - c) Two quarters of graduate logic courses from among 290A, 291A, 292A, 293A
  - d) At least one additional seminar in the general area of symbolic systems: that is, Philosophy 296, 382, 395, and so on
2. Five cognitive science and computer science courses:
  - a) At least two courses in cognitive psychology
  - b) Two or three graduate courses in computer science, at least one in AI and one in theory
3. Three linguistics and computational linguistics courses:

- a) Graduate courses on natural language that focus on two of the following areas: phonetics and phonology, syntax, semantics, or pragmatics
- b) One graduate course in computational linguistics, typically Linguistics 239
4. At least two additional graduate seminars at a more advanced level, in the general area of the program, independent of department. These would typically be in the area of the student's proposed dissertation project.

The requirements for the third year are the same as for other third-year graduate students in philosophy: a dissertation proposal, creation of a dissertation committee, and at least three approved graduate courses and seminars. The dissertation committee must include at least one member of the Department of Philosophy and one member of the Program in Symbolic Systems outside the Department of Philosophy.

The requirement for the fourth year is the same as for the other graduate students in philosophy: a department oral on an initial draft of part of the dissertation, a fourth year colloquium, and a University oral exam when the dissertation is essentially complete.

## GRADUATE FELLOWSHIPS AND ASSISTANTSHIPS

A limited amount of fellowship support is available for Ph.D. students in philosophy. Students request aid by checking the appropriate box on the application form. Details of this program may be obtained from the department. Note that a condition of financial aid may be teaching assistance that goes beyond the Ph.D. requirement.

## COURSES

(WIM) indicates that the course meets the Writing in the Major requirements.

See the quarterly *Time Schedule* for revised listings.

## INTRODUCTORY

These acquaint the student with some of the most important problems, positions, and methods in philosophy. Some are designed to give general preparation for further work in philosophy. Some apply the philosopher's approach to particular problems and subjects encountered in other areas of study. In conjunction with the Introduction to Humanities Autumn Quarter course, courses 5A and B form an Area 1 sequence, sponsored by the Department of Philosophy as part of the Introduction to the Humanities Program. Either 5A or B may count as the introductory philosophy course requirement for the major.

**5A,B. Reason, Passion, and Reality**—(Enroll in Introduction to the Humanities 23A,B.)

**5A.**—GER:1 (DR:1)

*5 units, Win (Bobonich, Moravcsik)*

**5B.**—GER:1 (DR:1)

*5 units, Spr (Huain, Schapiro)*

**10. God, Self, and World: An Introduction to Philosophy**—Basic philosophical problems are introduced through the writings of classical and contemporary authors. Problems considered are: our knowledge of the external world; induction and causation; minds, machines, brains, and bodies; freedom and determinism; the meaning of life. Authors: Descartes, Hume, Russell, Nagel, Turing, Searle, etc. GER:3a (DR:8)

*5 units, Aut (Perry)*

*Spr (Maguire)*

**11N. Stanford Introductory Seminar: Practical Norms**—Preference to freshmen. Be good! Be reasonable! Be yourself! These are three standards we usually try to live up to. But what sorts of demands do they represent, and how are these demands related to one another? Is being good a matter of being altruistic? Is rationality a matter of promoting your own interests? If this is the case, then morality and rationality may be in conflict. Is being yourself a matter of following your deepest desires? If this is the case, then authenticity may be in conflict with both morality

and rationality. How several major philosophers have conceived of these three standards and the relations between them. GER:3a (DR:8)

3 units, Aut (*Schapiro*)

**12N. Stanford Introductory Seminar: Gödel's Theorem, Minds, and Machines**—Preference to freshmen. An informal explanation of Gödel's incompleteness theorem. Some philosophers and mathematicians have argued that Gödel's theorem shows that the mind cannot be modeled computationally; the arguments pro and con. GER:3a (DR:8)

3 units, Aut (*Feferman*)

**13N. Stanford Introductory Seminar: Moral Scepticisms**—Preference to freshmen. Can morality be justified? Are moral claims true? Does it matter if they are not? Do we have reason to be moral? Do we have reason to be immoral? The writings of Friedrich Nietzsche are used as starting points for engagements with the work of contemporary philosophers. GER:3a (DR:8)

3 units, Win (*Hussain*)

**14N. Stanford Introductory Seminar: Time and Meaning**—Preference to freshmen. The nature of time and its meaning for humans. The existence of time, the flow of time, progress, recurrence, entropy, time travel, immortality, etc. Readings in philosophy, literature, and some elementary physics (no equations, no prior knowledge necessary). GER:3a (DR:8)

3 units, Win (*Strevens*)

**15N. Stanford Introductory Seminar: Mind, Reality, and Science**—Preference to freshmen. Philosophical questions about the extent to which we can hope to attain genuine knowledge. Skepticism, relativism, empiricism and other threatening isms, reading from old and new texts. GER:3a (DR:8)

3 units, Spr (*Crimmins*)

**20. Introduction to Moral Theory**—What is the basis of our moral judgments? What makes right actions right, and wrong actions wrong? (Existing social rules? The consequences of human happiness? Conformity to a rule of reason?) What sort of person is it best to be? The answers to these classic questions about ethics are examined in the works of traditional and contemporary authors. GER:3b,4c (DR:9†)

5 units, Win (*Perry*)

**30. Introduction to Political Philosophy/Theory**—(Same as Public Policy 103A.) Critical introduction to issues of state authority, justice, liberty, and equality, approached through major works in political philosophy. Topics: human nature and citizenship, the obligation to obey the law, democracy and economic inequality, equality of opportunity and affirmative action, religion and politics. Readings: Locke, Rousseau, Mill, Marx, Rawls, and some cases of practical application, including Supreme Court cases. GER:3a (DR:8)

5 units, Aut (*Satz*)

**57. Logic, Reasoning, and Argumentation**—Study of propositional and predicate logic, emphasizing translating English sentences into logical symbols and constructing derivations of valid arguments. GER:2c (DR:4)

5 units, Spr (*Staff*)

**60. Introduction to the History and Philosophy of Science**—(Same as History and Philosophy of Science 60.) Survey of 20th-century views on the nature of scientific knowledge. Logical positivism and Popper; the problem of induction; Kuhn, Feyerabend, and radical philosophies of science; subsequent attempts to rebuild moderate empiricist and realist positions; case study in the history of biology. GER:3a (DR:8)

5 units, Spr (*Godfrey-Smith*)

**74Q. Stanford Introductory Seminar: Ethical Aspects of Risk**—Preference to sophomores.

3-5 units, Aut (*Føllesdal*)

**77. The Ethics of Social Decisions: Issues in Surrogate Decision-Making**—(Same as Ethics in Society 77.) Decision-making for others as it occurs in governmental representation and in the advocacy of children, the physically and mentally ill, animals, and the environment.

4 units, Spr (*Rosner*)

**78. Medical Ethics**—Introduction to moral reasoning and its application to problems in medicine: informed consent, confidentiality in the physician-patient relationship, abortion, euthanasia, and physician-assisted suicide. GER:3a (DR:8)

4 units, Spr (*Jaworska*)

**80. Mind, Matter, and Meaning**—Intensive survey of some central and perennial topics in philosophy: free will and determinism, the mind-body problem, innate ideas, and personal identity. Prerequisite: one course in philosophy other than logic. GER:3a (DR:8) (WIM)

5 units, Win (*Lawlor*)

## HISTORY OF PHILOSOPHY

100-103 are surveys of important figures and movements in Western philosophy. Other courses cover particular periods, movements, and figures in the history of philosophy. Prospective philosophy majors should take as many as possible during the sophomore year.

**100. Greek Philosophy**—Greek philosophical thought, covering Socrates, Plato, Aristotle, and the Hellenistic schools (the Epicureans, the Stoics, and the Skeptics). Topics: the nature of the soul, virtue and happiness, knowledge, and reality. GER:3a (DR:8)

4 units, Aut (*Bobonich*)

**101. Medieval and Renaissance Religious Philosophy**—(Enroll in Religious Studies 167.)

4 units, Spr (*Gelber*)

**102. Modern Philosophy, Descartes to Kant**—Introduction to the thought of major figures in early modern philosophy in the areas of epistemology, metaphysics, and philosophy of mind. Selected writings of Descartes, Locke, Leibniz, Berkeley, Hume, and Kant. GER:3a (DR:8)

4 units, Win (*A. Wood*)

**103. 19th-Century Philosophy**—Introduction to some of the major thinkers and problems in European and American philosophy in the 19th century. Interpretations of works by Hegel, Marx, Nietzsche, Emerson, Veblen, and Thoreau, focusing on the comparative study of notions of self (e.g., alienation, authenticity, and genius), labor, property, economy, and history.

4 units, Spr (*Watson*)

**107. The Experience of Blackness**—The Black American self in literature and philosophy from the mid-19th century through the 20th century. Race, class, and gender as social constructions that influence the constitution and material production of self. What is the existential condition, the social situation, and the material circumstance that represents the experience of blackness? The development of a racialized identity within the context of pre- and post-emancipation America. Authors: Douglass, Stowe, DuBois, Washington, Ellison, Hurston, Morrison, P. H. Collins, George Fredrickson, etc.

4 units, Win (*Watson*)

**112/212. Socrates' Philosophy**—(Graduate students register for 212.) Socrates' main philosophical theses and his method of argument.

4 units, not given 2000-01

**115/215. Parmenides**—(Graduate students register for 215.) Examination of ancient and modern monism. Prerequisite: 100 or classics equivalent.

4 units, Aut (*Moravcsik*)

**116/216. Plato's Philosophy: Eros, Mathematics, and Reality—A Reading of Plato**—(Graduate students register for 216.) Two routes led Plato into higher reality: eros (*Symposium*, *Phaedrus*) and mathematics (*Republic*, *Timaeus*). By following the two routes, students understand what Plato's higher reality was like.

4 units, Win (Moravcsik, Netz)

**117/217. Aristotle's Philosophy**—(Graduate students register for 217.) Central doctrines in Aristotle's metaphysics.

4 units, not given 2000-01

**118. Hellenistic Philosophy**—The epistemology, metaphysics, and ethics of the main Hellenistic schools: the Epicureans, the Skeptics, and the Stoics.

4 units (Bobonich) not given 2000-01

**121/221. Descartes**—(Graduate students register for 221.) Descartes's philosophy is fundamental to modern Western thought. His views, focusing on mind-body dualism. Descartes's novel way of distinguishing between the corporeal and the incorporeal. Why he adopted his form of dualism and various problems for this view. Related questions about science, religion, and knowledge.

4 units, not given 2000-01

**125/225. Kant's Critique of Pure Reason**—(Graduate students register for 225.) In-depth study of Kant's greatest work. Selections also from Kant's *Prolegomena to Any Future Metaphysics that May be Able to Come Forwards as a Science*, and secondary literature.

4-5 units, not given 2000-01

**126/226. Kant's Ethics**—(Graduate students register for 226.) Introduction to Kant's ethical theory through the study of *Groundwork for the Metaphysics of Morals* (1785) and other writings, e.g., *Idea for a Universal History with a Cosmopolitan Aim* (1784), *Religion within the Boundaries of Mere Reason* (1794) and *Metaphysics of Morals* (1798).

4 units, Win (A. Wood)

**128. Hobbes**—Written during the English Civil War, Hobbes' *Leviathan* (1651) attempts to ground obligations of obedience to an absolute state by synthesizing views of science, morality, and religion. Focus is on interpreting and analyzing this work; close reading of *Leviathan* and present-day commentary.

4 units, not given 2000-01

**129/229. Pragmatism**—(Graduate students register for 229.) Introduction to Pierce, James, Dewey, and some recent writers such as Rorty. Focus is on questions of truth, belief, knowledge, and the nature of philosophical inquiry.

4 units, not given 2000-01

**131/231. The Structure of Cognition: Introduction to Husserl's Phenomenology**—(Graduate students register for 231.) Its background and basic concepts. Emphasis is on the concept of intentionality, and its role in Husserl's theory and in contemporary philosophical debates.

4 units, not given 2000-01

**132/232. Existentialism**—(Graduate students register for 232.) Exploration of central existentialist questions (e.g., what constitutes authentic individuality? what is our relation to the divine? how can one live a meaningful life? what is the significance of death?) through the existentialist preoccupation with human freedom. A rethinking of the traditional problem of freedom and determinism in readings from Rousseau, Kierkegaard, and Nietzsche, and the extension of these ideas by Sartre, Beauvoir, and Camus, including their social and political consequences in light of 20th-century fascism and feminism.

4 units, not given 2000-01

**133/233. Major Figures in 20th-Century Philosophy**—(Graduate students register for 233.) Discussion in depth of the key ideas of some

of the main 20th-century thinkers: Husserl, Heidegger, Sartre, Gadamer, Wittgenstein, Quine, Davidson, and Rawls. Readings from the their central writings.

4 units, Aut (Føllesdal)

**134/234. Phenomenology and the Background of Contemporary Continental Philosophy**—(Graduate students register for 234.) Presentation and critical discussion of Husserl's phenomenology as a key to understanding contemporary continental philosophy, notably Heidegger's and Sartre's existentialisms, Gadamer's hermeneutics, and recent trends in contemporary German and French philosophy. The role of intentionality in contemporary debates in cognitive science.

4 units (Føllesdal) not given 2000-01

## LOGIC AND PHILOSOPHY OF SCIENCE

**155. Concepts of Freedom**—Historical and current concepts of freedom. The views of Hume, Kant, Mill, A. V. Dicey, and Hayek; recent works, including economic concepts of freedom.

4 units (Føllesdal, Suppes) not given 2000-01

**156. Popper, Kuhn, and Lakatos**—(Same as Education 214.) Popper, Kuhn, and Lakatos are 20th-century philosophers of science who have raised fundamental issues dealing with the nature of scientific progress: the rationality of change of scientific belief—science vs. non-science; the role of induction in science; truth or verisimilitude as regulative ideals. Their impact in the social sciences and applied areas such as educational research.

3 units, Spr (Phillips)

**159. Basic Concepts in Mathematical Logic**—The concepts and techniques used in mathematical logic, primarily through the study of the language of first-order logic. Topics: formalization, proof, propositional logic, quantifiers, sets, mathematical induction, and enumerability. GER:2c (DR:4)

4 units, Aut (Barker-Plummer)

**160A. First-Order Logic**—The syntax and semantics of sentential and first-order logic. Introduction to the basic concepts of model theory. Gödel's Completeness Theorem and its consequences: the Löwenheim-Skolem Theorem and the Compactness Theorem. Prerequisite: 159 or consent of instructor.

4 units, Win (Mints)

**160B. Computability and Logic**—Different approaches to effective computation: recursive functions, register machines, and various programming styles. Proof of their equivalence, discussion of Church's Thesis. Development of some elementary recursion theory. These techniques are used to prove Gödel's Incompleteness Theorem for arithmetic, whose technical and philosophical repercussions are surveyed. Prerequisite: 160A.

4 units, Spr (Mints)

**162/262. Philosophy of Mathematics**—(Graduate students register for 262.) Introduction to 20th-century approaches to the foundations and philosophy of mathematics. The background in mathematics, set theory, and logic. The schools and programs of logicism, predicativism, platonism, formalism, and constructivism. Readings from leading thinkers. Prerequisite: 160A or consent of the instructor.

4 units, Win (Feferman)

**163. Philosophy of Statistics**—Introduction to and definition of the concept of probability in a philosophically motivated fashion. Emphasis is on the use of probabilities for decision-making under uncertainty.

4 units, not given 2000-01

**164/264. Central Topics in the Philosophy of Science: Theory and Evidence**—(Graduate students register for 264.) What counts as evidence for a scientific theory? What counts as evidence for the existence of unobservable entities? Topics: inductive logic, the paradoxes of

confirmation, the new riddle of induction, hypothetico-deductivism, boot-strapping, Bayesianism, inference to the best explanation, falsificationism. Recommended: 60 or 80.

4 units, Aut (*Strevens*)

**165/265. Philosophy of Physics**—(Graduate students register for 265.) The philosophy of quantum mechanics. What is a superposition? The measurement problem (Schrödinger's cat, etc.). Modern approaches to the problem: the many worlds and many minds theories, the GRW theory, Bohm's theory.

4 units, Win (*Strevens*)

**167A/267A. Philosophy of Biology**—(Graduate students register for 267A.) Questions about explanation and theory construction in evolutionary biology. Analysis of key concepts: adaptation, function, units of selection, species.

4 units (*Godfrey-Smith*) not given 2000-01

**167B/267B. Philosophy, Biology, and Behavior**—(Graduate students register for 267B.) Continuation of 167A/267A. Further philosophical study of some key theoretical ideas in biology, focusing on problems involving explanation of behavior. Topics: altruism, group selection, genetic determinism. Prerequisite: 167A (students with some philosophy background and Biological Sciences or Human Biology core, or equivalent, admitted with consent of instructor).

4 units (*Godfrey-Smith*) not given 2000-01

**168/268. Theories of Truth**—(Graduate students register for 268.) The correspondence, coherence, pragmatist, and deflationary theories of truth. Tarski's semantic conception of truth. The problems posed by the Liar Paradox. Introduction to formal theories of truth proposed by philosophical logicians (e.g., Kripke, Gupta and Belnap, McGee, and Barwise and Etchemendy) in the last few decades. Prerequisite: 160A or equivalent.

4 units, not given 2000-01

**169. Intensional Logic**—Logical analysis of intensional notions like modality, time, conditionals, knowledge, and action, starting from their philosophical background. Introduction to the modern notions and methods of modal logic, including a choice of recent applications to computer science, AI, linguistics, and mathematics.

4 units, Spr (*van Benthem*)

## ETHICS, AESTHETICS, AND SOCIAL AND POLITICAL PHILOSOPHY

**170. Ethical Theory**—Detailed study of Mill's *Utilitarianism* and Kant's *Grounding for the Metaphysics of Morals*. Emphasis is on the contrast between utilitarianism and Kantianism concerning specific moral requirements, conception of moral responsibility, theory of value, and the answer to the question "why should I be moral?"

4 units, Win (*Jaworska*)

**171. Political Philosophy**—Liberalism and its critics. Individual and group rights. The ability of liberal political theory to respond to critics' attacks on its methodological and psychological foundations and on its core values.

4 units, Aut (*Hussain*)

**172. History of Modern Ethical Theory**—The major developments in modern ethical theory, with emphasis on British philosophers of the 17th and 18th centuries. How conceptions of moral obligation and moral motivation developed in the context of debates between natural law theorists, rationalists, and sentimentalists. Authors: Hobbes, Pufendorf, Clarke, Shaftesbury, Hutcheson, Butler, Hume, Bentham, and Kant.

4 units, Aut (*Schapiro*)

**173. Philosophical Aesthetics: Metaphor across the Arts**—What if metaphors are compact works of art? What if finding a metaphor is a

special case of finding a thing aesthetically valuable? The philosophical study of art and aesthetic value, organized around metaphor as a case study.

4 units, Win (*Hills*)

**174. The Bounds of Moral and Political Obligation**—How far do our moral and political obligations extend? Inclusion and exclusion on the basis of national borders, ethnicity, species designation, and other factors.

4 units, Win (*Rosner*)

**175. Feminist Practical Ethics**—Over the last two decades, feminist philosophers and political theorists have been developing and refining a variety of feminist approaches to public policy issues. The controversies that have emerged between feminists over affirmative action, reproductive technologies, pornography and sex work, militarism, the environment, and other issues of contemporary social concern. GER:4c (DR:†)

4 units, not given 2000-01

**176/276. Political Philosophy: The Special Contract Tradition**—Why and under what conditions do human beings need political institutions? What makes them legitimate or illegitimate? What is the nature, source, and extent of our obligation to obey the legitimate ones, and how should we alter or overthrow the others? Critical study of the answers by political theorists of the early modern period: Hobbes, Locke, Rousseau, and Kant.

4 units, Win (*Hills*)

**177. Philosophical Issues Concerning Race and Racism**—Concepts of race, race consciousness, and racism and their connections. What is "race" and what is its role in racism? How should we view ethnic and racial identities if we wish to secure the conditions in which humanity can be viewed as a single moral community whose members have equal respect? What laws, values, and institutions best embody the balance between the competing goals of group loyalty, opposition to racism, and common humanity? Philosophical writings on freedom and equality, human rights, pluralism, and affirmative action. Historical accounts of group exclusion and various explanations. GER:4b (DR:3)

4 units, Spr (*Satz*)

**178. Ethics in Society Honors Seminar**—(Same as Ethics in Society 190.) Interdisciplinary. Students present issues of public and personal morality; topics are chosen with the advice of the instructor. Student-prepared reading list is made available a week prior to the presentation. Group discussion follows.

3 units, Win (*Reich*)

**179. Individual and Communal Ethics**—Explorations of interactions between individual and communal well-being.

4 units, Spr (*Moravcsik*)

## EPISTEMOLOGY, METAPHYSICS, PHILOSOPHY OF MIND, AND PHILOSOPHY OF LANGUAGE

**181. Philosophy of Language**—Notions of meaning, reference, and language use, with relations to psycholinguistics and formal semantics. Prerequisites: 80 and some background in logic.

4 units, Win (*Crimmins*)

**183/283. Meaning and Experience**—(Graduate students register for 283.) Interrelationships between meaning and experience, emphasizing how our judgments concerning meaning may be based on empirical evidence. Philosophers: W. V. Quine and Donald Davidson. Recommended: some acquaintance with the philosophy of language.

4 units, not given 2000-01

**184. Theory of Knowledge**—The major competing theories of epistemic justification (foundationalism, coherentism, and externalism) are evaluated against the background of two central problems in the theory



of knowledge: radical skepticism and the infinite regress argument. Readings: Descartes, Alston, Chisholm, Bonjour, Goldman, Pollock, Plantinga. Prerequisite: 80 or consent of instructor.

4 units, Spr (Lawlor)

**185. Contextualism/Skepticism**—Standard arguments for skepticism have proved compelling and hard to combat. Why do these arguments prove compelling while we consider them, but also prove to have no effect on our practice of attributing knowledge to ourselves and others? Contextualism seeks to exploit this curious fact in response to skepticism by claiming that how good a position one must be in to count as knowing varies with the context one is in. The skeptic changes the context, thereby briefly depriving one of one's claim to know. Readings: Austin, Clarke, Cohen, DeRose, Dretske, Lewis, Unger.

4 units, not given 2000-01

**186. Philosophy of Mind**—The mind-body problem, including behaviorism, functionalism, and other forms of materialism; intentionality and the nature of mental representation; the explanation of action in terms of the agent's reasons. Prerequisite: 80 or consent of instructor.

4 units, Win (Maguire)

**187/287. Philosophy of Action**—What is it to be an agent? Is there a philosophically defensible contrast between being an agent and being a locus of causal forces to which one is subject? What is it to act purposively? What is it to act intentionally? What is it to act for a reason? What is it to act autonomously? Readings: Davidson, Frankfurt, Korsgaard, Chisholm, Velleman, and others.

4 units, not given 2000-01

**188. Personal Identity**—People seem to remain the same despite the various changes they undergo during their lives. Why? The answer can profoundly influence one's beliefs about whether people are essentially bodies or minds, and whether one's own survival matters. Readings: John Locke, Thomas Reid, David Hume, Terence Penelhum, Bernard Williams, and Derek Parfit.

4 units, not given 2000-01

**189. Philosophical Applications of Cognitive Science**—The relevance of recent discoveries about the mind to philosophical questions in metaphysics, epistemology and philosophy of science, and ethics. Is there a right way to "carve up" the world into kinds of things? Are the rules of logic objective or just a description of the way we happen to think? Is there such a thing as objective right and wrong? Prerequisite: one course in philosophy other than logic.

4 units (Strevens) not given 2000-01

**193J. Feminist Bioethics**—(Same as Interdisciplinary Studies in Humanities 193J.) Feminist approaches to ethical theory and their application to problems in medicine: abortion, "surrogate" motherhood, fetal protection, cosmetic surgery, eating disorders.

5 units, Spr (Jaworska)

**193W. Dostoevsky and Nietzsche**—(Same as Interdisciplinary Studies in Humanities 193W.) Existentialist themes in selected writings of Nietzsche and in Dostoevsky's novel *The Brothers Karamazov*. Nihilism, the death of God, the eternal recurrence, the will to life, reason and unreason, freedom, guilt, and metaphysical rebellion.

5 units, Aut (Wood)

**194. Undergraduate Seminars in Philosophy**—Preference given to undergraduate majors. A series for advanced undergraduates. Enrollment limited to 14. For those in the Philosophy honors program, seminars serve as preparation for writing an honors thesis.

**194A. Democratic Theory**—The populist claim that democracy is a way to determine and express the will of the people, and that this is an essential element in the justification of democracy as a political ideal. Rousseau's account of the General Will, examining radical partic-

ipatory democratic ideas and criticisms from social choice theory. The recent resurgence of populism in much of the literature on deliberative democracy. Authors: Rousseau, William Riker, and Joshua Cohen.

4 units, Aut (May)

**194B. Philosophy of Mind and Animal Cognition**—The conceptual and methodological problems raised by scientific efforts to understand non-human minds. Topics: understanding the idea that organisms can represent (rather than just react to) their environments; whether non-humans have beliefs and desires; potential limits to our knowledge about animal minds; and animals' knowledge of animal minds (how do we find out whether non-humans can think about each others' minds)? Readings in contemporary philosophy, comparative psychology, and developmental psychology.

4 units, Aut (Barrett)

**194C. Self-Deception**—It is possible to be self-deceived, but it also seems paradoxical. Understanding self-deception on the model of interpersonal lying leads to a difficulty: (If I deceive myself, who is the deceiver and who is the deceived?). Recent attempts to free self-deception from paradox, and the relation of self-deception to akrasia (weakness of will). Readings: Davidson, Pears, Elster, Fingarette.

4 units, Win (Lawlor)

**194D. Duties to Future People**—Why is it wrong to dump nuclear waste carelessly, or to plant time bombs on 200-year fuses? The only people who will be adversely affected by these actions don't yet exist. How can non-existent future people be sources of present moral duties? In *Reasons and Persons*, Derek Parfit argues that trying to answer these questions forces us to rethink deeply held moral assumptions. Seminar develops and defends responses to the difficulties that must be faced by attempts to account for duties to future people.

4 units, Win (Philpott)

**194E. Evil**—Detailed analysis of evil, its nature, requirements, and limits. Philosophical accounts in both religious and non-religious contexts. Topics: competing theories of evil, whether evil requires the existence of human freedom, God, or a certain kind of bad luck. Readings from historical to contemporary, including Kant, Nietzsche, Williams, Watson, Nagel, etc.

4 units, Spr (Vargas)

**194F. Desires, Motivation, and Reasons for Action**—The nature of human motivation and the nature of reasons for action. The concepts of motivation, desires, rational deliberation, internal and external reasons for action, and the normativity of reason. The possibility of rationally changing our desires and the relevance of this possibility to some traditional "study cases" of the philosophy of action: the toxin puzzle, weakness of the will, and the prisoner's dilemma.

4 units, Spr (Shemmer)

## 196. Tutorial: Senior Year

5 units, any quarter (Staff)

## 197. Individual Work for Undergraduates

any quarter (Staff)

**198. The Dualist**—Dedicated to the publication and promotion of *The Dualist*, a national journal of undergraduate work in philosophy. Requires neither papers nor presentations; students take the initiative in an informal atmosphere. May be taken one to three quarters. (AU)

1 unit, any quarter (Staff)

## PRIMARILY FOR GRADUATE STUDENTS

Graduate students should also consult previous entries in the catalog for courses with graduate student numbers.

**211. Problems in Medieval Philosophy**—Exploration of issues in medieval philosophy, e.g., individuation and identity, the existence of God, realism vs. fictionalism, epistemological reliabilism as a response to problems of sense deception, etc. Topic: Free Will in the works of

Thomas Aquinas, John Duns Scotus, and William of Ockham.  
3 units, Win (R. Wood)

**222. Genealogical Method and the Genetic Fallacy**—Philosophers make appeals to the history of philosophy in support of philosophical arguments. Such appeals may be problematic, especially when they purport to address distinctively normative philosophical problems about knowledge, morality, etc. That a certain idea or practice has a particular historical origin seems irrelevant to the question of its justification. Do all “genealogical” claims in philosophy commit this genetic fallacy, and do historical claims have a standing within philosophy? Readings from continental and analytic philosophy.

3 units (Anderson) not given 2000-01

**223. Fichte’s Theory of Personality**—Introduction to the philosophy of mind, ethical theory, and political philosophy of the founder of German idealism. Chief texts: *Lectures on the Scholar’s Vocation* (1794) and *Foundations of Natural Right* (1796).

3 units, Spr (A. Wood)

**226. Kant’s System of Reason**—The role of the faculty of reason in Kant’s theoretical philosophy. The limits Kant places on the use of this faculty, and the positive “regulative” use of the Ideas of Reason in philosophy and other sciences. Emphasis is on the ideal of systematicity in Kant’s thought. Readings from the *Critique of Pure Reason*, the *Critique of Judgment*, other works of Kant, and secondary literature.

3 units (Anderson) not given 2000-01

**235. James and Husserl**—William James’s *Principles of Psychology* and Husserl’s main phenomenological works. Their bearing on recent psychological and philosophical studies of the mental.

3 units (Føllesdal, Suppes) not given 2000-01

**237. Nietzsche**—Nietzsche’s later works, questions of the structure of these books, and what that structure can teach us about what kind of philosopher Nietzsche was. Interpretation of the central doctrines of Nietzsche’s thought (perspectivism, the will to power, eternal recurrence) and Nietzsche’s vision of the good life for human beings. Some secondary literature.

3 units (Anderson) not given 2000-01

**239. Teaching Methods in Philosophy**—For Ph.D. students in their second or third year who are teaching assistants for the department. Discussion of issues about the teaching of philosophy.

1-4 units, any quarter (Staff)

**240. Individual Work for Graduates**

any quarter (Staff)

**242. Philosophy of Science Seminar**

3 units, not given 2000-01

**250. Advanced Seminar in Philosophy of Education**—(Same as Education 420B.)

1-3 units (Phillips) not given 2000-01

**260. Core Seminar in Philosophy of Science**—For first- and second-year students in the Philosophy Ph.D. program.

4 units, Spr (Godfrey-Smith, Strevens)

**270. Core Seminar in Moral Philosophy**—For first- and second-year students in the Philosophy Ph.D. program.

4 units (Jaworska, Satz) not given 2000-01

**271. Graduate Seminar: Topics in Democratic Theory**—Modern approaches to democratic theory including liberal, communitarian, republican, and participatory theories beginning with the works of Locke, Rousseau, and Mill. Writers: John Rawls, Ronald Dworkin, Jeremy

Waldron, Joshua Cohen, Habermas, Petit, Iris Marion Young, Ian Shapiro, and Amy Gutman.

3-5 units (Ferejohn, Satz) not given 2000-01

**273. Graduate Seminar: Kantian Constructivism**—Critical examination of the views of contemporary Kantians who claim that Kant’s moral theory represents a distinctive “constructivist” approach to meta-ethics. Evaluation of these claims by looking closely at the elements of constructivism: its conceptions of obligation, value, action, the self, motivation, practical reason, and the domain of the moral. Emphasis is on the works of John Rawls, Christine Korsgaard, and their main critics.

3 units, Win (Schapiro)

**274. Graduate Seminar: Hume**

3 units, Win (Suppes, Collier)

**275. Marx and Weber**—Marx and Weber aspired to grasp the fundamental political problems of the human predicament (unfreedom, inequality, oppression, and bureaucratization). Both developed theories to account for these problems and investigated the extent that such problems could be mitigated or resolved, and believed that social science could contribute to our understanding of the modern world, and to our efforts to change it. Their works are evaluated with regard to our own convictions about politics, human agency, social change, and the role of knowledge.

3 units, Win (Satz)

**278. Margins of Agency**—What can we learn about foundational issues and concepts in moral theory and moral psychology (autonomy, valuing, reasons for action, moral responsibility, etc.) by studying cases of “agency at the margins”: addiction, Alzheimer’s disease, lesions in the prefrontal cortex, autism? Readings from contemporary literature.

3 units, Aut (Jaworska)

**279. Moral Psychology**—Recent philosophical works on desire, intention, the motivation of action, valuing, and reasons for action. Readings: Williams, Korsgaard, Smith, Blackburn, Velleman, Stampe, Frankfurt, etc.

3 units (Bratman) not given 2000-01

**280. Core Seminar in Metaphysics and Epistemology**—For first- and second-year students in the Philosophy Ph.D. program.

4 units (Godfrey-Smith, Lawlor) not given 2000-01

**281. Core Seminar in Philosophy of Language**—For first- and second-year students in the Philosophy Ph.D. program.

4 units, Aut (Crimmins, Perry)

**282. Topics in the Philosophy of Mind: Remembering and Forgetting**—The structure, content, functional role, and epistemic authority of human memories, drawing on philosophical and psychological literature from different schools and historical periods.

3 units, Spr (Hills)

**284. Topics in Metaphysics and Epistemology: Concepts**—Current theories of concepts, including those developed in recent books: *Concepts* by Christopher Peacock, *Concepts* by Jerry Fodor. Readings also from *Concepts: Core Readings*, edited by Eric Margolis and Stephen Laurence.

3 units, Win (Perry)

**285. Beyond Anthropocentrism?**—It is a modern conviction, or prejudice, that all human thinking is bound to our (physical, societal, and cultural) condition. The various forms of this conviction and their justifications. Critical perspectives: premodern counterconceptions, current innovations (artificial intelligence, genetic technology), counterarguments in contemporary philosophy. Authors: Plato, Aristotle, Leibniz, Kant, Nietzsche, Husserl, Heidegger, Putnam, Nagel.

3 units, Spr (Welsch)

**286B. Graduate Seminar in Metaphysics**—Examination of views on negation and predication (authors include Russell and Ramsey).

*3 units (Moravcsik) not given 2000-01*

**288. Graduate Seminar on Vagueness**—Theories about the nature and extent of vagueness in language and in the world, plus an attempt to push the boundaries. Recommended: some background in logic, philosophy of language, and metaphysics.

*3 units (Crimmins) not given 2000-01*

**289. Perception, Representation, and Evidence**—The interplay between the three notions in view of recent findings in neurophysiology and psychology. Readings from the current literature.

*3 units, Aut (Føllesdal, Suppes)*

**297. Phenomenology and Logic**—Phenomenological views on logic, mathematics, and computation. Emphasis is on the contemporary relevance of these views. Selections from Husserl's work on logic and mathematics and from the recent literature.

*3 units, not given 2000-01*

**298. Logical Dynamics**—Logical analysis of information flow and cognitive action, using recent techniques from dynamic logic and other process theories, update semantics for natural language, and (a powerful new development) interfaces with game theory.

*3 units, Spr (van Benthem)*

**299. Topics in Philosophy of Logic**—Foundational issues in logic; the question of what the subject matter and boundaries of logic are. The claim that second-order logic is not logic. What has led philosophers to such a peculiar-sounding claim? Is the claim based, as the instructor has argued, on a faulty definition of logic consequence? Prerequisite: 160A, concurrent registration in 160A, or consent of the instructor.

*3 units (Etchemendy) not given 2000-01*

**314. Medieval Latin Paleography**—The history of writing and an introduction to editing texts in philosophy, cosmology, mathematics, physics, psychology, theology, etc. A brief survey of medieval Latin scripts provides some basis for dating and placing European manuscripts. Introduction to medieval abbreviation, punctuation, and codicology. The use of reference works, e.g., incipit collections and manuscript catalogs. Students select, transcribe, edit, and present in class a medieval university text related to their own interests. Prerequisite: knowledge of Latin. Recommended: prior consultation with instructor on text selection.

*3 units, Spr (R. Wood)*

**317. Aristotle's Ethics**—Focus is on Aristotle's less frequently read *Eudemian Ethics*. Time permitting, parts of *Protrepticus* and some *Plotinus*.

*3 units, Spr (Bobonich)*

**322. Leibniz**—Analysis of Leibniz' philosophical system with an emphasis on his metaphysics.

*3 units, not given 2000-01*

**373. Mind, Action, and Rationality**—Topic: the intersection of research in philosophy and the social sciences on basic issues about agency and practical reason. Prerequisite: graduate standing or consent of instructors.

*3 units (Bratman, Ferejohn) not given 2000-01*

**379. Graduate Seminar in Metaethics**—Theories about the meaning of ethical terms and the content of ethical judgements. Do these theories fit with our best accounts of human agency and practical deliberations? Readings from recent literature.

*3 units, Spr (Hussain)*

**380. Graduate Seminar on Mind and Action: Animal Awareness**—Recent psychological and philosophical literature on the question of animal thought, awareness, and intentionality.

*3 units, not given 2000-01*

**382. Concepts**—Metaphysical questions about the nature of concepts and epistemological psychological questions about the acquisition of concepts. What in natural concepts are such that a mind may deploy them in thought. What makes a particular concept the concept that it is. The extent to which theories of concept acquisition must be informed by a correct account of the metaphysical nature of concepts. Readings from philosophy and some psychological literature.

*3 units (Taylor) not given 2000-01*

**383. Self-knowledge**—How does one know various truths concerning oneself? Does one have special epistemic access to qualitative conscious experiences, or the semantics of one's mental states? The concern "ourselves" is not with the lofty self-knowledge that Socrates thought few could achieve, but with ordinary sorts of knowledge that one routinely possesses. Readings: Shoemaker, Armstrong, Boghassian, Burge, Lewis.

*3 units, Aut (Lawlor)*

**450. Thesis**

*any quarter (Staff)*

## AFFILIATED DEPARTMENT OFFERINGS

### COMPARATIVE LITERATURE

**172. From Religion through Philosophy to Literature**

*5 units, Win (Rorty)*

### FRENCH AND ITALIAN

**254E. Introduction to French Philosophy: From 1943 to the Present**

*3-5 units, Spr (Dupuy)*

### MATHEMATICS

**161. Set Theory**

*3 units, Spr (White)*

**290B. Model Theory**

*not given 2000-01*

**291A,B. Recursion Theory**

*3 units, Aut, Win (Feferman)*

**292A,B. Set Theory**

*not given 2000-01*

**293A,B. Proof Theory**

*3 units, Aut (Schwichtenberg)  
Win (Mints)*

**294. Topics in Logic**

*3 units, Spr (Mints)*

### POLITICAL SCIENCE

**268. Seminar: Contemporary Theories of Justice**

*5 units, Spr (Reich)*

### RELIGIOUS STUDIES

**212. Chuang Tzu**

*4 units, Win (Yearley)*

**370. Graduate Seminar in Religious Ethics**

*4 units, Win (Yearley)*