PHILOSOPHY

Emeriti (Professors): Fred Dretske, Stuart Hampshire, Georg Kreisel, David S. Nivison, Patrick Suppes, James O. Urmson
Chair: Kenneth Taylor
Director of Graduate Study: Mark Crimmins
Director of Undergraduate Study: Chris Bobonich (Autumn), Michael Bratman (Winter, Spring)
Professors: Michael Bratman, John Etchemendy, Solomon Feferman, Dagfinn Føllesdal (Autumn), Michael Friedman (on leave), Grigori Mints, Julius Moravcsik (on leave), John Perry, Johan van Benthem (Spring), Thomas Wasow, Allen Wood
Associate Professors: Mark Crimmins, Graciela De Pierris (on leave), Peter Godfrey-Smith, Debra Satz (on leave), Kenneth Taylor
Assistant Professors: Lanier Anderson, Chris Bobonich, Nadeem Hussain, Agnieszka Jaworska (on leave), Krista Lawlor, Tamar Schapiro, Michael Strevens (on leave)
Professor (Research): Rega Wood
Courtesy Professors: Denis Phillips, Richard Rorty
Courtesy Assistant Professor: Reviel Netz
Acting Associate Professor: David Hills
Acting Assistant Professors: Branden Fitelson, Stacie Friend, David Johnson, Jonathan Shemmer, Manual Vargas
Consulting Associate Professors: David Israel, Raymond Perrault
Visiting Professors: Michael Rathjen, Albert Visser
Instructor: Mark Philpott

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 a B.A. 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: 100 and 102 are required of each major
   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 demonstrated ability in philosophy, including an average of at least 'A-' in a substantial number of philosophy courses 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. Students who are applying to Honors College may use the same application for philosophy honors. In the quarter preceding the tutorial, students should submit an essay proposal to the Philosophy Undergraduate Director and determine an adviser.

Students applying for honors should enroll in Junior Honors Seminar during the Spring Quarter of the junior year.

The length of this essay may vary considerably depending on the problem and the approach; usually it falls somewhere between 7,500 and 12,500 words. The honors essay may use work in previous seminars and courses as a starting point, but it cannot be the same essay that has been used, or is being used, in some other class or seminar. It must be a substantially new and different piece of work reflecting work in the tutorials.

A completed draft of the essay is submitted to the adviser at the end of the winter quarter of the senior year. Any further revisions must be finished by the fifth full week of the spring quarter, when three copies of the essay are to be given to the undergraduate secretary. The honors essay is graded by the adviser together with a second reader, chosen by the adviser in consultation with the student. The student will also provide an oral defense of the thesis at a meeting with the adviser and second reader. The essay must receive a grade of 'A-' or better 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 M.A. in Philosophy while earning a B.A. 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 M.A. 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. Applicants must take the Graduate Record Examination by October of the year the application is submitted.

MASTER OF ARTS

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

Four programs lead to the M.A. 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 45 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 M.A. 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 45 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 45 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 M.A., students must complete three full quarters as measured by tuition payment.

GENERAL PROGRAM

The General Program requires a minimum of 45 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 45 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). Cross-listed 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 undergraduate 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 45-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 M.A. 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).
      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 l(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 requirements 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: e.g., 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.) GER:1

5A. *5 units, Win (Bobonich)*

5B. *5 units, Spr (Hussain, 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: 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

5 units, Aut (Perry)

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

3 units, Aut (Feferman)

13N. Stanford Introductory Seminar: Moral Skepticism—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 a starting point for engagements with the work of contemporary philosophers. GER:3a

3 units, Win (Hussain)

14N. Stanford Introductory Seminar: What is the Truth?—Preference to freshmen. "What is the truth?" can be answered precisely in some important cases. In some of those cases, truth can be rigorously established through proof. Successes in this quest for certified truth are closely connected to successes of automation of reasoning. Advisable to have at least 5 units AP credit in mathematics or at least 5 units in Stanford mathematics courses with a grade A. GER:3a

3 units, Spr (Mints)

15N. Stanford Introductory Seminar: Paradoxes—Preference to freshmen. Introduction to philosophical thinking through discussion of paradoxes about logic, meaning, rationality, and infinity. GER:3a

3 units, Aut (Crimmins)

20. Introduction to Moral Philosophy—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

5 units, Win (Perry)

30. Introduction to Political Philosophy/Theory—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. GER:3a

5 units, Aut (Hussain)

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

5 units, Aut (Philpott)
Spr (Shemmer)

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, Feyerbend, and radical philosophies of science; subsequent attempts to rebuild moderate empiricist and realist positions; case study in the history of biology. GER:3a

5 units, Spr (Godfrey-Smith)

74Q. Stanford Introductory Seminar: Ethical Aspects of Risk—Preference to sophomores. Exploration of the ethical issues connected with risk and how to deal with such issues. Seminar begins with a clarification of the notion of risk. Perception of risk and other psychological and social aspects of risk. Focus is on the wide spectrum of ethical issues that confront us in connection with risk.

3-5 units, Aut (Føllesdal)

77. The Ethics of Social Decisions: The Moral (In)Significance of Race—(Same as Ethics in Society 77.) Examination of philosophical and practical issues concerning the political and moral significance of race. Emphasis is on how practice and theory can illuminate one another, and how philosophical theories can speak to real world problems. Topics: affirmative action, the census, education, health care access, the military, and the prison system.

3-5 units, Spr (Vargas)

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

4 units, not given 2001-02

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

5 units, Aut (Lawlor)
Spr (Bratman)

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

4 units, Aut (Johnson)

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

4 units, not given 2001-02

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

4 units, Spr (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, not given 2001-02

109. Topics in Latin American Philosophy—(Same as Ethics in Society 109). Recent work in Latin American philosophy, especially the Philosophy of Liberation. Readings: Dussel, Alcoff, Mignolo, Villoro, Schutte, etc.

3-5 units, Win (Vargas)

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

4 units, not given 2001-02

114/214. The Discovery of Practical Reason—(Graduate students register for 214.) Critical examination of the history behind the development of a notion of practical reason in ancient Greek thought. Readings: Plato (*Euthyphro*, *Protagoras*, *Euthydemus*, *Phaedo*, *Republic*, *Statesman*); Isocrates (*Antidosis*); Aristotle (*Protrepticus*, *Eudemian Ethics*, *Nicomachean Ethics*); Plotinus (*Enneads* III.8.)

4 units, Spr (Johnson)

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

4 units, not given 2001-02

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

4 units, not given 2001-02

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

4 units, not given 2001-02

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 2001-02

125/225. Kant's *Critique of Pure Reason:* Prefaces through Analytic—(Graduate students register for 225.) Open to advanced undergraduates and graduate students. Intensive study of Kant's *Critique of Pure Reason*, through the Transcendental Analytic. Topics discussed will include: Kant's defense of synthetic a priori cognition, transcendental idealism, transcendental deduction of the categories, the philosophical foundations of modern natural science.

4-5 units, Win (Anderson, A. Wood)

126/226. Kant's *Critique of Pure Reason*: Dialectic Methodology—(Graduate students register for 226.) Open to advanced undergraduates and graduate students. Intensive study of the Transcendental Dialectic and Doctrine Method in Kant's *Critique of Pure Reason*. Topics will include Kant's theory of the proper vocation of human reason, including his critique of metaphysical attempts to prove doctrines such as the immateriality of the soul, freedom of the will, and the existence of God, and his own attempt to defend these same doctrines as "practical postulates" on moral grounds.

4 units, Spr (Anderson, A. Wood)

129/229. Pragmatism—(Graduate students register for 229.) Introduction to Peirce, 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 2001-02

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 2001-02

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, Aut (Anderson)

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 their central writings.

4 units, not given 2001-02

134/234. Phenomenology and 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. Also, the role of intentionality in contemporary debates in cognitive science will be discussed. Husserl's *Ideas* and *Cartesian Meditations* will be read in full.

4 units, Aut (Føllesdal)

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, Spr (Suppes)

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 (Phillips) not given 2001-02

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. Students who have taken Computer Science 103A, 103X, or Philosophy 57, should enroll in 159X. GER:2c

4 units, Aut (Wasow)

159X. Basic Concepts in Mathematical Logic—Open to students who have taken Computer Science 103A, 103X, or Philosophy 57. The same as the second half of Computer Science 159. Students should attend the first meeting of CS159 and then join the class on October 29.

2 units, Aut (Wasow)

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 (Visser)

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 (Rathjen)

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 (Mints)

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 2001-02

164/264. Central Topics in the Philosophy of Science: Scientific Explanation, Confirmation of Scientific Theories and Scientific Realism—(Graduate students register for 264.) Prerequisites: 60 or consent of the instructor.

4 units, Aut (Fitelson)

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, not given 2001-02

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, and units of selection.

4 units, Win (Godfrey-Smith)

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, or some philosophy background and Biological Sciences or Human Biology core, or equivalent, admitted with consent of the instructor.

4 units, not given 2001-02

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, Win (Feferman)

169. Modal Logic—Introduction to modern modal logic, with an emphasis on action and information. Emphasis is on the interdisciplinary nature of the field; between philosophy, computer science, linguistics, mathematics, and economic game theory. Prerequisite: 159 or a similar good background in standard predicate logic.

4 units, Spr (van Benthem)

ETHICS, AESTHETICS, AND SOCIAL AND POLITICAL PHILOSOPHY

170. Ethical Theory—Detailed study of several moral theories, including but not necessarily limited to utilitarianism (Bentham and Mill) and Kant's moral theory. Emphasis on the structure of each theory, how its conception of obligation, goodness, and agency are understood and how they are related to one another.

4 units, Win (Schapiro)

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, given 2002-03

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, not given 2001-02

173. Ethics and the Arts—The relationship between aesthetics and ethics, particularly the place of moral judgement in assessments of art. What is the relationship between ethical value and aesthetic value? Is the aesthetic merit of a work of art affected by its moral content, or are these two distinct sources of value? If a work of art morally better or worse, does that make it a better or worse as art? Can art be morally enlightening and, if so, how?

4 units, Win (Friend)

174/274. Freedom and the Practical Standpoint—When confronted with the question of how to act, we think of ourselves as capable of freely determining our conduct. Natural science poses a challenge to this conception, insofar as it strives to explain all events, including human actions, in terms of deterministic (or indeterministic) causal processes. Are we justified in thinking of ourselves as free? Three main philosophical approaches to this question: incompatibilism, compatibilism, and the two-standpoint view, with an emphasis on the question of how the two-standpoint view fares in comparison with the other approaches.

4 units, Spr (Schapiro)

176/276. Political Philosophy: The Social 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, not given 2001-02

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

4 units, not given 2001-02

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 (Satz)

179. Individual and Communal Ethics—Explorations of interactions between individual and communal wellbeing.

4 units, not given 2001-02

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

181. Philosophy of Language—The study of conceptual questions about language has been a central focus of contemporary philosophy, both for its inherent interest and because philosophers have come to see that questions about language lurk behind perennial questions in other areas of philosophy, including epistemology, the philosophy of science, metaphysics, and ethics. Introduction to key concepts and debates about the notions of meaning, truth, reference, and language use, with relations to psycholinguistics and formal semantics. Readings from such philosophers as Frege, Russell, Wittgenstein, Grice, and Kripke. Prerequisites: 80 and some background in logic.

4 units, Aut (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 2001-02

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 the instructor.

4 units, Win (Philpott)

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 2001-02

186. Philosophy of Mind—Selected debates concerning the nature of mental states, their relation to straightforwardly physical states of the human body, the manner in which they acquire their content, the ways we come to know about them in ourselves and in others, and the roles they play in the explanation of human conduct.

4 units, Spr (Hills)

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 intention? What is it to act intentionally? What is it to act for a reason? Are the reasons for which one acts causes of one's action? What is it to act autonomously? Readings: Davidson, Frankfurt, and others.

4 units, Win (Bratman)

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 2001-02

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, not given 2001-02

190. Introduction to Cognitive Science—(Same as Symbolic Systems Program 100, Education 120, Linguistics 144). The history, foundations, and accomplishments of the cognitive sciences, including presentations by leading Stanford researchers in artificial intelligence, linguistics, philosophy, and psychology. Overview of issues addressed in the Symbolic Systems major.

4 units, Spr (Taylor, Greeno)

193X. Dialogues as Philosophy and Literature—(Same as Interdisciplinary Studies in Humanities 193X.) Five texts by three authors that are both philosophical dialogues and great literature, focusing on the relation in them between philosophical argument and the characterization and dramatic structure of the dialogues. Themes: moral education, the claims of morality on us, naturalistic accounts of life and mind, and the role of the philosopher in society. Readings: Plato (*Gorgias, Republic*, Book 1); Hume (*Dialogues Concerning Natural Religion*); Diderot (*D'Alembert's Dream, Rameau's Nephew*).

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. Metaethics—Is moral knowledge possible? How can it be acquired? What methods can we use to generate theories of morality? What role should moral intuitions play in our theory building? Exploration of these and related foundational issues in ethics. Readings: Williams, Mackie, Harman, Rawls, etc.

4 units, Aut (Vargas)

194B. Beauty and Other Forms of Value—The nature and importance of beauty and of our capacity to discern it and respond to its presence, as discussed by philosophers and artists from various historical periods. Attempts to work out the relations between beauty and ethical values (e.g., moral goodness) and cognitive values (e.g., truth).

4 units, Win (Hills)

194C. Intentions and Planning—The mechanisms that underlie decision making. What is the difference between deciding to take a shower now and deciding that I will take a shower tomorrow morning? When I decide to do something later, we say that I intend to do it. But if I really decided, how could I still change my mind? Why can't I just decide to do things when I need to do them? Discussion of intentions, decision making, and planning. Readings: Davidson, Harman, Audi, Searle, with an emphasis on the writings of Stanford philosophy professor Michael Bratman.

4 units, Spr (Shemmer)

195. Donor Seminars: Undergraduate Reading Seminars in Philosophy—These seminars meet once a week with a Ph.D. student to discuss important readings on chosen topic in philosophy. Topics for 2001-02**:**

195A. Simplicity and Elegance in Scientific Theories—Are simple theories more likely to be true? Is the world simple and/or elegant? Can these features be formalized? How do current theories of scientific reasoning treat simplicity and elegance? Topics: Ockham's Razor, and the new and old problems of induction.

2 units, Aut (Escoto)

195B. The Sources of Normativity—Justification for the requirements that morality makes on us with reference to Korsgaard. Morality tells us to behave in ways that we do not necessarily want. But does it supply us with good reasons for doing so, for submitting to its authority? The question is not what is moral, or how do we know what is moral, or what is the meaning of the word "moral." The question is rather: "is there a justification for the demand that we obey the requirements of morality?"

2 units, Win (Shemmer)

195C. Killing versus Letting Die, and Other Ethical Asymmetries—Doctors are forbidden to actively cause the death of a terminally ill patient who is in great pain and wants to die. However, they are allowed to withhold treatment from such patients, knowing this will hasten death. Both practices share the morally salient feature that they result in avoidable earlier death. Why do we condemn killing but permit letting die? This and other ethical asymmetries: cases in which moral attitudes diverge despite equivalence of ethically relevant features. Are such asymmetries real or only apparent? What do they mean for the ethical systems in which they arise?

2 units, Win (Philpott)

195D. Mind and Metaphysics—Close reading of recent work in the philosophy of mind and metaphysics.

2 units, Spr (Vargas)

195E. 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. Readings in contemporary philosophy, comparative psychology, and developmental psychology.

2 units, Spr (Barrett)

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)

199. Seminar for Prospective Honors Students—Open to juniors intending to do honors in philosophy. Methods of research in philosophy. Topics and strategies for completing honors project.
2 units, Spr (Friend)

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., the existence of God, epistemological reliabilism as a response to problems of sense deception, etc. Topic for 2001: problems in natural philosophy in the works of Richard Rufus, Thomas Aquinas, and William of Ockham: cosmology, chemistry, and atomism.
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, not given 2001-02

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, not given 2001-02

227. Hegel's *Elements of the Philosophy of Right*—Open to advanced undergraduates and graduate students. A study of Hegel's last published work, dealing with his theory of morality, law, and politics. Emphasis is on Hegel's theory of freedom and how freedom is to be realized in modern society.
3 units, Win (A. Wood)

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, not given 2001-02

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 his vision of the good life for human beings. Some secondary literature.
3 units, not given 2001-02

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 2001-02

250. Advanced Seminar in Philosophy of Education—(Same as Education 420B.)
1-3 units, not given 2001-02

260. Core Seminar in Philosophy of Science—For first- and second-year students in the Philosophy Ph.D. program.
4 units, not given 2001-02

269. Seminar in Philosophy of Science: Causal Modeling and Bayes Nets—The recent literature on probabilistic causal modeling and Bayesian networks. Topics: probability theory, probabilistic causation, probabilistic/Bayesian networks, and applications thereof to causal modeling/learning and to issues in the philosophy of science.
4 units, Win (Fitelson)

270. Core Seminar in Ethics—For first- and second-year students in the Philosophy Ph.D. program.
4 units, Aut (Hills, Schapiro)

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, not given 2001-02

273. Graduate Seminar: Kantian Constructivism—Critical examination of the views of contemporary Kantians who claim that Kant's ethical theory represents a distinctive constructivist approach to moral philosophy. 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, not given 2001-02

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, not given 2001-02

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, not given 2001-02

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, not given 2001-02

280. Core Seminar in Metaphysics and Epistemology—For first- and second-year students in the Philosophy Ph.D. program.
4 unit, Win (Perry)

281. Core Seminar in Philosophy of Language—For first- and second-year students in the Philosophy Ph.D. program.
4 units, not given 2001-02

282. Topics in the Philosophy of Mind
3 units, not given 2001-02

283A. The Philosophy of Quine—Special emphasis on the role of behavior and perception in Quines' approach to language. Readings: *Word and Object*, *From Stimulus to Science*, and articles.
3 units, Aut (Føllesdal, Suppes)

286B. Graduate Seminar in Metaphysics—Examination of views on negation and predication. Authors include Russell and Ramsey.
3 units, not given 2001-02

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, not given 2001-02

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, not given 2001-02

294A. Topics in Logic: Foundations of Dynamic Semantics—Dynamic semantics, an attempt to transform logic into a theory of information processing. Two major approaches in dynamic semantics: discourse representation theory and dynamic predicate logic. The treatment of anaphoric phenomena, presuppositions, and polarity. Methodological issues, such as: what are the algebras involved in dynamic semantics? Metatheorems.
3 units, Win (Visser)

294B. Topics in Logic: Constructive Set Theory—Constructive set theory is a set theory that relates to constructive mathematics as Zermelo-Fraenkel set theory with the axiom of choice (ZFC) relates to classical Cantorian mathematics. The main system studied will be Constructive Zermelo-Fraenkel set theory, CZF. In CZF, constructive mathematics can be as easily formalized as classical mathematics in ZFC. The style of the course will depend on the audience, with presentations encouraged.
3 units, Spr (Rathjen)

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 2001-02

298. Logic, Language and Information—Emphasis is on logical analysis of information structures, information flow, and cognitive actions. Topics: update semantics for natural language; logic and game theory. Prerequisite: 169 or an equivalent background in modal logic.
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, not given 2001-02

312. Medieval Seminar—(Same as Interdisciplinary Studies in the Humanities 312.) The establishment of the university and the beginnings of constitutional law and the Western scientific tradition. The intellectual life of the period was dominated by two mendicant orders, Franciscan and Dominican, who taught physics and metaphysics, wrote political theory, and patronized the arts. The struggles within the University, between church and state, and within the secular state in which the mendicants played a leading role. Three great artists: Giotto, Dante, and Chaucer. Readings: Thomas Aquinas, William of Ockham, and Richard Rufus.
3-5 units, Spr (R. Wood)

314. Medieval Latin Paleography—An introduction to the history of writing and to editing texts in philosophy, cosmology, mathematics, physics, psychology, theology, etc. Medieval Latin scripts as a basis for dating and placing European manuscripts. Medieval abbreviation, punctuation, and codicology. Students select, transcribe, edit, and present a medieval university text related to their own interests. Prior consultation with instructor on text selection strongly advised. Prerequisite: knowledge of Latin.
3 units, not given 2001-02

317. Aristotle's Politics—Aristotle's political theory through a close reading of the *Politics*. Relevant parts of the *Protrepticus* and the *Rhetoric*.
3 units, Win (Bobonich)

322. Leibniz—Analysis of Leibniz' philosophical system with an emphasis on his metaphysics.
3 units, not given 2001-02

367. Seminar in Philosophy of Biology—Topics to be announced; may include unorthodox views of inheritance and evolution. Prerequisite: 167A/267A
3 units, Spr (Godfrey-Smith)

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 the instructor.
3 units, not given 2001-02

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 deliberation? Readings from recent literature.
3 units, Spr (Hussain)

380. Graduate Seminar on Mind and Action—Selected topics in philosophy of action.
3 units, Spr (Bratman)

382. Topics in Metaphysics and Epistemology: Concepts—Current theories of concepts. Readings: *A Study of Concepts* by Christopher Peacocke; *Concepts* by Jerry Fodor; *Concepts: Core Readings*, edited by Eric Margolis and Stephen Laurence.
3 units, Aut (Perry)

383. Self Knowledge—Seminar concerning knowledge of one's own thoughts and attitudes. What is the use of knowing one's own motives? How much can one know about one's attitudes over time? Central philosophical texts, and recent literature in social psychology that suggest skepticism about self knowledge. Prerequisites: two philosophy courses other than logic and one epistemology course.
3 units, Win (Lawlor)

384. Cognitive Architecture—Investigation of recent and classical debates in philosophy and cognitive science about the cognitive architecture of the mind. Topics: connectionism, empiricism, evolutionary psychology, modularity, and nativism.
3 units, Win (Taylor)

450. Thesis
any quarter (Staff)

AFFILIATED DEPARTMENT OFFERINGS

COMPARATIVE LITERATURE

172. From Religion through Philosophy to Literature
5 units, Win (Rorty)

FRENCH AND ITALIAN

253E. French Social Thought from Durkheim to Bourdieu
3-5 units, Spr (Dupuy)

MATHEMATICS

161. Set Theory
given 2002-03

290A,B. Model Theory
3 units, Aut, Win (Mints)

291A,B. Recursion Theory
given 2002-03

292A,B. Set Theory
3 units, Aut, Win (Feferman)

293A,B. Proof Theory
given 2002-03

POLITICAL SCIENCE

268. Seminar: Contemporary Theories of Justice
5 units (Reich) given 2002-03

RELIGIOUS STUDIES

212. Chuang Tzu
4 units, Win (Yearley)

370. Graduate Seminar in Religious Ethics
3-5 units, not given 2001-02

This file has been excerpted from the *Stanford Bulletin, 2001-02*, pages 521-532. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the *Stanford Bulletin* via email at arod@stanford.edu with changes, corrections, updates, etc.