FACULTY OF PHILOSOPHY
UNIVERSITY OF OXFORD

PHILOSOPHY LECTURES PROSPECTUS

MICHAELMAS TERM 2019

The Philosophy Centre is found at the Radcliffe Humanities Building, on Woodstock Road, which is also the site of the Philosophy and Theology Faculties Library.

NOTES:

- "CL" means the lecture is a Core Lecture for one of the Honour Schools papers.

- The normal duration of an event is one hour. Where the class or lecture lasts longer than an hour, the start time and end time will be given.

- Unless otherwise specified, the lectures and classes are given for all of weeks 1 to 8.

- Lectures and classes begin at five minutes past the hour, and end five minutes before. (E.g: a lecture listed as "M. 10" will start on Mondays at 10.05am, and finish at 10.55am.)

- Students registered on Philosophy courses, and Faculty members, will need their University card to enter the Philosophy Centre at Radcliffe Humanities. Visitors should use the intercom on the front door to ask for access.

- There are several rooms used as lecture/class spaces at Radcliffe Humanities. The main rooms are: the Ryle Room (1st floor) and the Lecture Room (2nd floor). Other rooms sometimes used are the Colin Matthew Room and Meeting Room 4 (both ground floor) and the Seminar Room (3rd floor).

- There is lift and stair access to all floors. A list of rooms is found by the stairwell and lift on each floor.

- "Schools" refers to the Examination Schools (75 – 81 High Street), one of the main lecturing facilities in the University. If you visit the Schools for a lecture or class, be sure to check the electronic notice boards in the lobby, which will tell you which room the lecture/class is in.

- Every effort is made to ensure that the information contained in this Prospectus is accurate at the start of term, but sometimes errors persist. If you think you have found a mistake, please contact James Knight (james.knight@philosophy.ox.ac.uk).

Lectures for the First Public Examination

Students preparing for their First Public Examination (Prelims or Mods) should attend the following lectures this term:

PPE, Philosophy and Modern Languages, Philosophy and Theology, Psychology and Philosophy: Introduction to Logic, Moral Philosophy, and General Philosophy

Mathematics and Philosophy, Physics and Philosophy, Computer Science and Philosophy: Introduction to Logic and General Philosophy

Literae Humaniores: any listed Prelims/Mods lecture that corresponds to their chosen Philosophy option for Mods

Lucretius: *De Rerum Natura* IV
Prof Alexander Bown – T. 12, Schools

This series of lectures is primarily aimed at students who are studying the 'Lucretius: Book IV' paper and planning to offer it for Classics Mods. I intend both to provide a general introduction to Epicurean philosophy and to cover the principal issues addressed by Lucretius in Book IV. Although the lectures will usually focus on Lucretius, I will treat his claims and arguments as contributions to Epicurean philosophy more broadly; hence, I will often examine other relevant Epicurean texts as well.

The topics that I plan to discuss in this course fall under four main headings (to be distributed among the eight lectures), as follows:

1. Introduction to Epicurean philosophy and to Lucretius. The basics of Epicurus' views; our sources for them; the relations between Epicureanism and other philosophical schools. Lucretius' aim and method in composing the *De Rerum Natura*; overview of the poem as a whole and Book IV in particular.
2. Physics and ontology. Epicurus' atomism and his reductionist accounts of perceptual properties. The nature of *simulacra* and their role in visual perception.
3. Epistemology. The Epicurean defence of the claim that all perceptions are true. Lucretius' response to the sceptical challenge against the possibility of knowledge.
4. Teleology, psychology and ethics. The functions of bodily parts. Animal nutrition and movement. Thinking and dreaming. Epicurean hedonism and Lucretius' attack on love.

Bibliography

The *De Rerum Natura*:

- Rouse, W. H. D. and Smith, M. F., *Lucretius: On the Nature of Things*. Loeb Classical Library. 1992.
- Godwin, J., *Lucretius: De Rerum Natura IV*. Aris & Phillips, 1986.

Collections and translations of Epicurean texts:

- Long, A. A. and Sedley, D., *The Hellenistic Philosophers*, vols. 1 and 2. Cambridge, 1987.
- Inwood, B. and Gerson, L. P., *The Epicurus Reader: Selected Writings and Testimonia*. Indianapolis and Cambridge, 1994.

Introductory reading:

- Sedley, D., 'Lucretius'. In *The Stanford Encyclopedia of Philosophy*, ed. by E. N. Zalta. Stanford, 2013 (https://plato.stanford.edu/archives/fall2013/entries/lucretius/).
- O'Keefe, T., *Epicureanism*. Durham, 2010.

Plato: *Meno*
Prof Dominic Scott – Th. 12 (*except week 3*), Classics Faculty (66 St Giles)

These lectures are a continuation of the series on the *Euthyphro* and *Meno* which began in Trinity Term 2019. This term's lectures will concentrate on the *Meno*.

General Philosophy
Prof Rachel Fraser – W. 12, Schools

These lectures will cover the following topics: knowledge, scepticism, induction, perception, free will, mind and body, personal identity, and God and evil.

Introduction to Logic
Prof James Studd – M. 12, Schools

The lectures follow Volker Halbach's *Logic Manual* (Oxford University Press 2010). Further materials, including the Exercises Booklet, sample papers, and worked examples, are available at: http://logicmanual.philosophy.ox.ac.uk.

One chapter of the Logic Manual is covered each week. It is recommended that you read each week's chapter before the lecture.

Moral Philosophy: Mill, *Utilitarianism*
Dr Jeremy Fix – F. 12, Schools

These lectures offer an introduction to ethical theory organized around objections to utilitarianism, especially as presented by John Stuart Mill in *Utilitarianism*, and what they reveal about the theoretical and practical aims of ethical theory. We will start with an account of the explanatory structure of consequentialist ethical theory in general and the utilitarian version of consequentialism in particular. We will then discuss challenges which

target one or another part of that explanatory structure. Questions will include: (1) Is happiness in fact the final end of our actions?; (2) Is the greatest happiness possible in fact the end of anyone's action?; (3) Does utilitarianism license violating the rights of individuals?; (4) Can a utilitarian specifically or a consequentialist generally be a true friend?; (5) Does rule-consequentialism avoid the problems with utilitarianism?; and (6) Do alternatives to consequentialism miss something that consequentialism captures?

Lectures for the Honour Schools

101 Early Modern Philosophy: Descartes
Prof William Mander – W. 10, Schools

1. Doubt
2. Cogito ergo sum
3. The first (cosmological) proof of God
4. The second (ontological) proof of God
5. The 'Cartesian circle'
6. Error and innateness
7. The extended world
8. Cartesian Dualism

101 Early Modern Philosophy: Hume
Prof Peter Millican – Th. 10, Schools

These lectures will cover the main themes of Hume's philosophy as presented in Book 1 of the *Treatise of Human Nature*, together with appropriate reference to other works. Though they are mainly designed for students taking the Early Modern Philosophy paper in Finals, others (e.g. graduate students) are welcome to attend. The lectures will aim to provide a coherent overview of Hume's aims and projects, to elucidate and analyse his main arguments, and to discuss the most influential and controversial aspects of those arguments.

Week 1: Hume's background and aims
Week 2: Basic principles: theory of ideas and faculties
Week 3: Induction and belief
Week 4: Probability and rationality
Week 5: Causation and free will
Week 6: Scepticism and the external world
Week 7: The soul and the self
Week 8: Scepticism and naturalism

102 Knowledge and Reality: Epistemology
Prof Bernhard Salow – F. 10, Schools

These lectures will focus on the nature of knowledge and justification. Recurring themes include skepticism, the connection between knowledge and probability, and a focus on structural features.

Week 1: The Analysis of Knowledge
Week 2: Closure

Week 3: Contextualism and Subject-Sensitivity
Week 4: Statistical Evidence and Moral Encroachment
Week 5: Scepticism I: Externalist and Contextualist Responses
Week 6: Internalism and Luminosity
Week 7: Scepticism II: Dogmatist Responses
Week 8: The A Priori

103 Ethics I: Normative Ethics
Prof Andreas Mogensen – T. 10, Schools

These lectures are intended for students taking paper 103, Ethics, though anyone interested is welcome to attend. The lectures will address a number of key topics in ethical theory: consequentialist theories of right action; whether the ends always justify the means (looking at issues of doing vs allowing harm and intending vs foreseeing harm); the demandingness of morality; the value of equality; and non-consequentialist theories of right action, including Kant's normative ethics, contractualism, and virtue ethics.

104 Philosophy of Mind I
Prof Will Davies – T. 10, Schools

These lectures will cover core issues in the Philosophy of Mind, with a particular focus on the mind-body problem, the nature of mental content, and perception. Topics will include some of the following:

- Behaviourism
- Type-identity theory
- Functionalism
- Physicalism
- Internalism and externalism about mental content
- Naturalising mental content
- Perception

Introductory Texts:
Braddon Mitchell, D. & Jackson, F. (2006) *Philosophy of Mind and Cognition: An Introduction* (2nd Edition), Blackwell Publishers.
Churchland, P. M. (1988) *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind*, MIT Press.
Crane, T. (2001) *Elements of Mind: An Introduction to the Philosophy of Mind*, Oxford University Press.
Heil, J. (2000) *Philosophy of Mind: A Contemporary Introduction*, Routledge Press.
Kim, J. (2011) *The Philosophy of Mind*, (3rd Edition), Westview Publishers.
Survey Article:
Burge, T. (2005) 'Philosophy of Mind: 1950-2000', in *Foundations of Mind: Philosophical Essays, Vol. 2,* pp440-464, Oxford University Press.

<u>*Collections*</u>:

Block, N., Flanagan, O. & Güzeldere, G. (1997) *The Nature of Consciousness: Philosophical Debates*, (Eds.), MIT Press.
Chalmers, D. (2002) *Philosophy of Mind: Contemporary and Classical Readings*, (Ed.) Oxford University Press.
Heil, J. (2004) *Philosophy of Mind: a Guide and Anthology*, (Ed.), Oxford University Press.
McLaughlin, B., Beckermann, A. & Walter, S. (2009) *The Oxford Handbook of Philosophy of Mind*, (Eds.), Oxford University Press.
Prinz, J. & Lycan, W. (2008) *Mind and Cognition: An Anthology*, (Eds.) Blackwell Publishers.
Rosenthal, D. (1991) *The Nature of Mind*, Oxford University Press.
Stich, S. & Warfield, T. (2003) *The Blackwell Guide to the Philosophy of Mind*, (Eds.) Blackwell Publishers.

113 Post-Kantian Philosophy: Nietzsche
Prof Peter Kail – W. 12, Radcliffe Humanities (Lecture Room)

These lectures provide a general introduction to Nietzsche's philosophy, with particular emphasis on his naturalistic critique of modern Western morality. After a brief overview of his life and works, we shall turn to his *On the Genealogy of Morality* (GM) and work through that text. GM will serve as a springboard for a discussion of topics that will bring in material from other works from Nietzsche's so-called middle and late works, including *Beyond Good and Evil*, and *Twilight of the Idols*. The topics discussed include naturalism, genealogy, 'Christian' morality, self, agency and freedom. In preparation for these lectures, students are encouraged to read GM.

116 / 132 Aristotle: *Nicomachean Ethics*
Prof Karen Margrethe Nielsen and Prof Simon Shogry – T. W. 10, Radcliffe Humanities (Lecture Room)

These lectures are designed for undergraduates taking the *Nicomachean Ethics* paper in translation or in Greek, but other interested parties are welcome to attend. It will be useful to bring a copy of the NE to each session. In the sixteen lectures this term, we will cover material from the entire treatise (books I-X), focusing on: Aristotle's conception of happiness, the function argument, the doctrine of the mean and virtues of character, Aristotle's theory of voluntary action and moral responsibility, decision and deliberation, justice, prudence, continence and incontinence, friendship, pleasure, and the role of contemplation in the happiest life.

114 Theory of Politics

Please consult the website of the Department of Politics and International Relations.

120 Intermediate Philosophy of Physics: Quantum Mechanics
Dr Owen Maroney – M. T. 11, Radcliffe Humanities (Lecture Room)

This will be a sixteen lecture course looking in detail at the central conceptual problems of quantum theory. While the application of the mathematical structure of quantum theory has been unambiguously successful, having predictive and explanatory success across vast range of phenomena, there is little consensus on its physical interpretation.

The course will have a particular focus upon clearly distinguishing the operational content of the theory from the properties of physical models that have been proposed to account for quantum phenomena.

Topic to be covered include, but may not be limited to:

- The mathematical formalism of quantum mechanics, including quantum uncertainty, mixed states and decoherence;

- The phenomena of quantum interference and entanglement and why these raise problems for simple attempts to physically interpret the formalism;

- The measurement problem, and the principle interpretative responses to it;

- A more detailed examination of the advantages and weaknesses of the dynamical collapse and the hidden variable programs, with use of the Ghirardi-Rimini-Weber and de Broglie-Bohm theories as exemplars;

- The problem of quantum non-locality, including the Einstein Podolsky-Rosen paradox, and Bell's theorem.

The lectures are primarily aimed at 3rd year undergraduates studying Physics & Philosophy, and at graduate students studying the MSt in Philosophy of Physics. Others are welcome, but some familiarity with quantum mechanics and its mathematical framework will be assumed. Background Reading:

- Feynman, *Lectures on Physics* (Addison Wesley) Volume III, Chapters 1 to 3.
- Rae, *Quantum Physics: Illusion or Reality* (2nd Edition, Cambridge, 2004)

Helpful books:

- Albert, *Quantum Mechanics and Experience* (Harvard, 1992)
- Home, *Conceptual Foundations of Quantum Physics* (Plenum,1997)
- Bell, *Speakable and Unspeakable in Quantum Mechanics* (2nd Edition, CUP, 2004) (Also known as 'On The Foundations Of Quantum Mechanics')
- Maudlin, *Quantum Nonlocality and Relativity* (Blackwell, 1994)

121 Advanced Philosophy of Physics: *see* entry for graduate class **Philosophy of Physics**

122 Philosophy of Mathematics
Prof Joel David Hamkins – F. 12, Radcliffe Humanities (Lecture Room)

This series of self-contained lectures on the philosophy of mathematics is intended for students preparing for exam paper 122, although all interested parties are welcome. The lectures will be organized loosely around mathematical themes, in such a way that brings various philosophical issues naturally to light. The instructor will make available draft copies of his book, forthcoming with MIT Press, on which the lectures will be based.

Lecture 1. Numbers. Numbers are perhaps the essential mathematical idea, but what are numbers? We have many kinds of numbers---natural numbers, integers, rational numbers, real numbers, complex numbers, hyperreal numbers, surreal numbers, ordinal numbers, and more---and these number systems provide a fruitful background for classical arguments on incommensurability and transcendentality, while setting the stage for discussions of platonism, logicism, the nature of abstraction, the significance of categoricity, and structuralism.

Lecture 2. Rigour. Let us consider the problem of mathematical rigour in the development of the calculus. Informal continuity concepts and the use of infinitesimals ultimately gave way to formal epsilon-delta limit concepts, which provided a capacity for refined notions, such as uniform continuity, equicontinuity and uniform convergence. Nonstandard analysis resurrected the infinitesimal concept on a more secure foundation, providing a parallel development of the subject, which can be understood from various sweeping perspectives. Meanwhile, increasing abstraction emerged in the function concept, which we shall illustrate with the Devil's staircase, space-filling curves and the Conway base 13 function. Whether the indispensibility of mathematics for science grounds mathematical truth is put in question on the view known as fictionalism.

Lecture 3. Infinity. We shall follow the allegory of Hilbert's hotel and the paradox of Galileo to the equinumerosity relation and the notion of countability. Cantor's diagonal arguments, meanwhile, reveal uncountability and a vast hierarchy of different orders of infinity; some arguments give rise to the distinction between constructive and non-constructive proof. Zeno's paradox highlights classical ideas on potential versus actual infinity. Time permitting,

we shall count into the transfinite ordinals.

Lecture 4. Geometry. Classical Euclidean geometry, accompanied by its ideal of straightedge and compass construction and the Euclidean concept of proof, is an ageless paragon of deductive mathematical reasoning. Yet, the impossibility of certain constructions, such as doubling the cube, trisecting the angle or squaring the circle, hints at geometric realms beyond Euclid, and leads one to the concept of constructible and non-constructible numbers. The rise of non-Euclidean geometry, especially in light of scientific observations and theories suggesting that physical reality may not be Euclidean, challenges previous accounts of what geometry is about and changes our understanding of the nature of geometric and indeed mathematical ontology. New formalizations, such as those of Hilbert and Tarski, replace the old axiomatizations, augmenting and correcting Euclid with axioms on completeness and betweenness. Ultimately, Tarski's decision procedure hints at the tantalizing possibility of automation in our geometrical reasoning.

Lecture 5. Proof. What is proof? What is the relation between proof and truth? Is every mathematical truth, true for a reason? After clarifying the distinction between syntax and semantics, we shall discuss new views on the dialogical nature of proof. With formal proof systems, we shall highlight the importance of soundness, completeness and verifiability in any such system, outlining the central ideas used in proving the completeness theorem. The compactness theorem distills the finiteness of proofs into an independent purely semantic consequence. Computer-verified proof promises increasing significance; it's role is well illustrated by the history of the four-color theorem. Nonclassical logics, such as intuitionistic logic, arise naturally from formal systems by weakenings of the logical rules.

Lecture 6. Computability. What is computability? Gödel defined the primitive recursive functions, a robust class of computable functions, yet he gave reasons to despair of a fully satisfactory answer. Nevertheless, Turing's machine concept, growing out of a careful philosophical analysis of computability, laid a foundation for the contemporary computer era; the widely accepted Church-Turing thesis asserts that Turing has the right notion. The distinction between computable decidability and computable enumerability, highlighted by the undecidability of the halting problem, shows that not all mathematical problems can be solved by machine, and a vast hierarchy looms in the Turing degrees, an infinitary information theory. Complexity theory refocuses the subject on the realm of feasible computation, with the still-unsolved P vs. NP problem standing in the background of nearly every serious issue in theoretical computer science.

Lecture 7. Incompleteness. The Hilbert program, seeking to secure the consistency of higher mathematics by finitary reasoning about the formal system underlying it, was dashed by Gödel's incompleteness theorems, which show that no consistent formal system can prove even its own consistency, let alone the consistency of a higher system. We shall describe several proofs of the first incompleteness theorem, via the halting problem, via self-reference, and via definability. After this, we'll discuss the second incompleteness theorem, the Rosser variation, and Tarski on the non-definability of truth. Ultimately, one is led to the inherent hierarchy of consistency strength underlying all mathematical theories.

Lecture 8. Set theory. We shall discuss the emergence of set theory as a foundation of mathematics. Cantor founded the subject with key set-theoretic insights, but Frege's formal theory was naive, refuted by the Russell paradox. Zermelo's set theory, in contrast, grew ultimately into the successful contemporary theory, founded upon the cumulative conception. Set theory was simultaneously a new mathematical subject, with its own motivating questions and tools, but also a new foundational theory, with a capacity to represent essentially arbitrary abstract mathematical structure. Sophisticated technical developments, including especially the forcing method and discoveries in the large cardinal hierarchy, led to a necessary engagement with deep philosophical concerns, such as the criteria by which one adopts new mathematical axioms and set-theoretic pluralism.

124 / 106a Philosophy of Science
Dr Tushar Menon – M. T. 12 (*weeks 2 to 7)*, Radcliffe Humanities (Lecture Room)

This is a twelve-lecture course. Topics to be discussed will include some of the following:

- the philosophy of logical positivism, including verificationism about meaning and the distinction between theoretical and observational vocabulary;
- the prospects for a formal account of inductive confirmation, along the lines of deductive logic;
- the feasibility of a scientific methodology free from all but deductive inference;
- the problems raised by the underdetermination of theory by data and the holistic nature of empirical confirmation;
- the problem of radical theory change ("scientific revolutions") and its possible implications for scientific progress;
- the use of probability in science and scientific inference, especially Bayesianism;
- inference to the best explanation, also known as abductive inference
- the different species of scientific realism and anti-realism and the best arguments for and against them;
- laws of nature, what they are and how (if at all) we come to know them;
- explanation, what it is and its role in science.

The lectures are particularly intended for students reading philosophy with a scientific subject, but all are welcome. Experience of Prelims-level Logic (ie Halbach) will be assumed.

Background reading: Reichenbach H., *The Rise of Scientific Philosophy* (1951), University of California Press.

Helpful books and articles:

- Alan Chalmers, *What Is This Thing Called Science?*, Fourth Edition (Open University Press)

- Earman, J. and Salmon, W. C., 'The Confirmation of Scientific Hypotheses', in M. H. Salmon et al., *Introduction to the Philosophy of Science* (Prentice Hall, 1992), pp. 42–103.
- Ladyman, J., *Understanding Philosophy of Science* (Routledge, 2002).
- Papineau, D., 'Methodology: the Elements of the Philosophy of Science', in A. C. Grayling (ed.), *Philosophy 1: A Guide Through the Subject* (Oxford University Press, 1998).
- Peter Godfrey-Smith, *Theory and Reality: An Introduction to the Philosophy of Science* (University of Chicago Press)

129 The Philosophy of Wittgenstein
Prof Bill Child – M. 12, University College (10 Merton Street Lecture Room)

Intended Audience: Undergraduates studying paper 129, The Philosophy of Wittgenstein; anyone else interested in Wittgenstein.

The syllabus for paper 129 is as follows:

> This paper will cover the philosophical work of Wittgenstein. The paper will be in two parts, part A and part B. Part A will cover the Tractatus Logico-Philosophicus. Part B will principally cover *Philosophical Investigations*, *The Blue and Brown Books*, and *On Certainty*. Candidates must answer at least one question from part B. They may answer from part A, but are not required to do so.

These lectures will deal exclusively with the works covered in Part B of the paper. Topics to be discussed include: Augustine's conception of language; meaning and use; rules and rule following; sensation language and the private language sections; the self and self-reference; the inner, the outer, and Wittgenstein's philosophy of mind. The lectures will aim to introduce students to Wittgenstein's views, to discuss competing interpretations, and to offer some assessment of those views in the light of other philosophical treatments of the same themes. No previous familiarity with Wittgenstein's work will be assumed.

131 Plato on Knowledge, Language and Reality in the *Theaetetus* and *Sophist*
Prof Michail Peramatzis – Th. 12 (*weeks 1 and 3 to 7*), Worcester College

These twelve lectures are aimed primarily at Lit Hum Finals students thinking about sitting for examination paper 131 (Plato: *Theaetetus* and *Sophist*), as well as those studying for the MSt in Ancient Philosophy or the BPhil with an interest in Platonic metaphysics and epistemology. Lit Hum Finals students should note that, despite the change in name, these lectures will adequately prepare them for the current version of the 131 paper.

The lectures cover some of the most fascinating and rewarding arguments in Plato's late epistemology, philosophy of language, and metaphysics on the basis of his dialogues *Theaetetus* and *Sophist*. The first six lectures will focus on the *Theaetetus*, Plato's dialogue about the nature of knowledge, and will discuss the claim that knowledge is perception; being and becoming; the self-refutation of relativism; the refutation of the proposed definition of knowledge as sense perception; knowledge as true belief; false belief; Socrates' dream; knowledge as true belief plus an 'account' (*logos*).

The next six lectures (to be given in TT19) will focus on the *Sophist*, the dialogue where Plato attempts to define what a sophist is, and will examine the method of definition by division; the view that it is impossible to say or think 'what is not'; the discussion of the number and nature of what there is; the view of the so-called 'Late-Learners'; the communion of kinds; the analysis of negative predication; the 'fragmentation' of the kind difference; negative properties; and the analysis of falsehood.

In discussing these topics, we will examine issues of interpretative and philosophical significance.

Greek Text:
Platonis Opera I, ed. by E. A. Duke, W. F. Hicken, W. S. M. Nicoll, D. B. Robinson, and J. C. G. Strachan, (Oxford, 1995).

Suggested English Translation:
Theaetetus, tr. Levett, revised by Burnyeat (Hackett, 1990).
Sophist, tr. White (Hackett, 1993).

NB: both of these translations are re-printed in J. Cooper's *Plato: Complete Works* (Hackett, 1997).
Hand-outs and further bibliographical suggestions will be given in the lectures.

198 Special Subject: Feminism and Philosophy
Prof Amia Srinivasan – W. 4, Schools

These lectures are aimed at students sitting the special subject in Feminism and Philosophy, though others are also welcome. Topics to be covered include: gender and sex; intersectionality; feminist epistemology; sex and sexuality; pornography; feminism, work and capitalism; reproduction; sex work.

Other Events (suitable for all audiences)

Knowledge and Assertion
Mr Matthew Hewson and Mr Lukas Lewerentz – W. 11 (*weeks 1 to 4*), Radcliffe Humanities (Lecture Room)

These lectures discuss the relationship between knowledge and assertion and the implications of that relationship for a variety of topics in epistemology and the philosophy of language. Our starting point in the first lecture is Timothy Williamson's influential proposal that knowledge is the norm of assertion: one must assert only what one knows. We then examine what follows from this proposal in lectures 2-4.

Lecture 1: What Are Assertions?

The first lecture addresses the question of what it is to assert something. We discuss two perspectives: (1) Stalnaker's account of assertion, according to which an assertion is a proposal to add a proposition to the common ground of the conversation; and (2) the view that an assertion is a speech act that is distinguished
from other speech acts in virtue of being governed by a knowledge norm.

Lecture 2: The Logic of Knowledge
This lecture looks at the (in)famous question of whether if one knows that p, one knows that one knows it. It does so by considering some bizarre-sounding assertions that are apparently licensed by the knowledge norm if one can know a proposition *without* knowing that one knows it.

Lecture 3: Testimony and Assertion
We discuss the relationship between testimony and assertion: Is assertion the only means of testifying? Are all assertions cases of testimony? We also consider how it is we gain knowledge from testimony. In particular, we ask whether the knowledge norm has any role in explaining how we often come to know on the basis of assertions.

Lecture 4: Lying, Misleading, and Asserting
This lecture addresses the question of what the distinction is between lying and (merely) misleading. We discuss the view that in order to lie that p, one has to assert that p, and address the question of what the relevant notion of asserting is. We also consider challenges to this view, for example the claim that one can lie by asking questions, and we ask whether the knowledge norm of assertion can help explain why lying is (apparently) worse than misleading.

Applied Ethics Discussion Group
Dr Rebecca Brown – Th. 2 – 4 (*even weeks*), Radcliffe Humanities (Lecture Room)

Interested participants should email the organiser.

Graduate Classes

BPhil Pro-Seminar: Theoretical Philosophy
Various class-givers –various locations

Group 1: Prof Anita Avramides – F. 11 – 1, Radcliffe Humanities (Ryle Room)
Group 2: Prof Paul Elbourne – F. 11 – 1, Magdalen College
Group 3: Prof Alex Kaiserman – F. 11 – 1, Balliol College
Group 4: Prof Timothy Williamson – M. 9 – 11, Radcliffe Humanities (Ryle Room)

The Pro-seminar introduces students to study, practice, and standards in graduate-level philosophy. Every starting BPhil student will attend four sessions with one class-giver, then change group midway through term for four sessions with another class-giver. Seminars in Michaelmas Term will cover key material in theoretical philosophy (broadly: metaphysics, epistemology, philosophy of logic and language, philosophy of mind, philosophy of science). Class-givers will contact their groups, specifying readings, in advance of term.

***Techne* in Ancient Philosophy**
Prof Ursula Coope – T. 11 – 1, Radcliffe Humanities (Ryle Room)

We shall discuss ancient accounts of craft/skill (*techne*). In particular, we shall look at questions about
(i) the relation between craft and virtue,
(ii) the use of craft-production as a model for natural-production,
(iii) the relation between craft-knowledge and theoretical knowledge.

The seminar will focus mainly on works of Plato and Aristotle, but we shall also briefly consider the pre-Platonic background and later Stoic views.

Early Analytic Philosophy
Prof Ian Rumfitt – T. 2 – 4, Radcliffe Humanities (Ryle Room)

The aim of the seminar is to introduce BPhil students to some central texts of early analytic philosophy. It is important that attendees should read the prescribed primary text in advance of each session. The secondary readings below are introductory texts which people might find helpful, but they should feel free to come to the classes without having read these.

Week 1 (Tuesday 15 October):

Frege, *Begriffsschrift*, chapter I. Preferably to be read in the translation by T.W. Bynum in Frege, *Conceptual Notation and Related Writings* (OUP, 1972), pp.111-35

Anthony Kenny, *Frege* (Blackwell, 1995), chaps. 2 and 3
Michael Beaney, *Frege: Making Sense* (Duckworth 1996), chap. 2

Week 2 (Tuesday 22 October)

Frege, 'Uber Sinn und Bedeutung'. Preferably to be read in the translation by Max Black in Frege, *Collected Papers on Mathematics, Logic, and Philosophy*
(Blackwell, 1984), pp.157-77

Anthony Kenny, *Frege* (Blackwell, 1995), chap.7
Michael Beaney, *Frege: Making Sense* (Duckworth 1996), chap. 6
Michael Dummett, *Frege: Philosophy of Language* 2nd ed. (Duckworth, 1981), chap.5

Week 3 (Tuesday 29 October)

Frege, 'Uber Begriff und Gegenstand'. Preferably to be read in the translation by Peter Geach in Frege, *Collected Papers on Mathematics, Logic, and Philosophy*
(Blackwell, 1984), pp.182-94

Anthony Kenny, *Frege* (Blackwell, 1995), chap.6
Michael Beaney, *Frege: Making Sense* (Duckworth 1996), chap. 7
Michael Dummett, *Frege: Philosophy of Language* 2nd ed. (Duckworth, 1981), chap.7

Week 4 (Tuesday 5 November)

Frege, *Grundgesetze der Arithmetik* vol. II, appendix pp.253-65. Preferably to be read in the translation in Peter Geach and Max Black, eds., *Translations from the Philosophical Writings*

of Gottlob Frege, 3rd ed. (Blackwell, 1980), pp.214-224

Anthony Kenny, *Frege* (Blackwell, 1995), chaps. 8 and 9
Michael Dummett, *Frege: Philosophy of Mathematics* (Duckworth, 1991), chap.17

Week 5 (Tuesday 12 November)

Russell, *The Principles of Mathematics*, 2nd ed. (George Allen and Unwin, 1937), chap. V

P.T. Geach, *Reference and Generality* 3rd ed. (Cornell UP, 1980), chaps. 3 and 4
David Bostock, 'Russell's Early Theory of Denoting'. *History and Philosophy of Logic* 30 (2009): 49-67

Week 6 (Tuesday 19 November)

Russell, 'On Denoting' (1905). Preferably to be read in the reprint in Russell ed. Marsh, *Logic and Knowledge: Essays 1901-1950* (George Allen and Unwin, 1956), pp.41-56

Mark Sainsbury, *Russell* (Routledge, 1979), chap. IV
David Bostock, *Russell's Logical Atomism* (OUP, 2012), chap.3

Week 7 (Tuesday 26 November)

Russell, 'Mathematical Logic as based on a Theory of Types' (1908). Preferably to be read in the reprint in Russell ed. Marsh, *Logic and Knowledge: Essays 1901-1950* (George Allen and Unwin, 1956), pp.57-102

David Bostock, *Russell's Logical Atomism* (OUP, 2012), chaps.4-6
Alistair Urquhart, 'The Theory of Types'. In Nicholas Griffin, ed., *The Cambridge Companion to Bertrand Russell* (CUP 2003), pp.286-309

Week 8 (Tuesday 3 December)

Wittgenstein contra Frege and Russell

Wittgenstein, *Tractatus Logico-Philosophicus*

Heidegger, *Being and Time* (Division 1)
Prof Mark Wrathall – W. 11 – 1, Corpus Christi College (Seminar Room)

In this course, we will explore in depth the first half of Heidegger's *magnum opus*, *Being and Time*. We will discuss Heidegger's project of fundamental ontology, his critique of Cartesian accounts of mind and world, his phenomenology of the existential structure of human being-in-the-world (including his analysis of understanding, interpretation, language, moods, and disposedness). This will lead into a discussion of Heidegger's account of everydayness, and of inauthentic modes of existence. We will conclude with Heidegger's response to skepticism, and his account of truth.

I recommend that you use the Macquarrie and Robinson translation of *Being and Time*, although the revised edition of the Stambaugh translation is acceptable. I will refer to *Being and Time* using the marginal "H" numbers, so that you can find the relevant passages in either translation (or in the German original).

Week 1 – 16 October: Introduction
Being and Time, §§1-8

Week 2 – 23 October: Dasein and Being-in-the-World (Chapters I & II)
Being and Time, §§9-13

Week 3 – 30 October: Worldhood part 1
Being and Time, §§14-18

Week 4 – 6 November: Worldhood part 2: Spatiality
Being and Time, §§19-24

Week 5 – 13 November: Being-One's-Self (Chapter IV); Disposedness (Chapter V, part 1)
Being and Time, §§25-27, §§28-30

Week 6 – 20 November: Understanding, Interpretation, Discourse, and Everyday Dasein (Chapter V)
Being and Time, §§31-38

Week 7 – 27 November: Care (Chapter VI)
Being and Time, §§39-42

Week 8 – 4 December: Truth & Reality (Chapter VI)
Being and Time, §§43-44

Topics in Normativity
Prof Ruth Chang – M. 3 – 5, University College (Butler Room)

Please consult the Law Faculty website.

Emergence
Dr Umut Baysan – M. 11 – 1, Radcliffe Humanities (Ryle Room)

"Emergence" is a concept that is fruitfully used in metaphysics, philosophy of mind, and philosophy of science, as well as within the natural and the social sciences. In order to make sense of the very idea of emergence, philosophers have appealed to various debates within these areas and beyond, ranging from metametaphysics to metaethics. Thus, the topic of emergence is of interest to both specialists in these areas and to generalists in philosophy.

Very roughly, when we say that some entity or feature is emergent, we mean that it is, in some sense, dependent on some more basic entities and their features, yet it is nevertheless "over and above" what it depends on. This is sometimes described as the idea that a whole is greater than the sum of its parts. In this sense, the notion of emergence has been invoked to defend certain thesis about the nature of consciousness and mental properties (e.g. the consciousness of an organism is over and above the physical properties of the parts of the organism), the metaphysical status of composite objects and persons (e.g. composite objects and persons are over and above their parts), the flocking behaviour in birds (e.g. such behaviour is over and above the sum of the behaviours of individual birds), and so on. Typically, those who appeal to the idea of emergence to defend such claims oppose the view that higher-level phenomena (e.g. phenomena studied by the special sciences, such as biology, chemistry, psychology) are reducible to the lower-level, physical, phenomena. So, emergence is often contrasted with reduction.

This series of classes will explore the idea of emergence by looking into some of these debates. We will investigate whether we can really make sense of emergence; if certain emergence claims in philosophy and the sciences are really distinctive claims or otherwise collapse into less distinctive ones; whether such claims are philosophically defensible; and what kind of a general metaphysical framework one needs if one wishes to defend certain claims of emergence.

As preliminary reading, participants are expected to read Brian McLaughlin's "The Rise and Fall of British Emergentism" (in A. Beckermann, H. Flohr & J. Kim, eds., *Emergence or Reduction?: Prospects for Nonreductive Physicalism*, De Gruyter, 1992), David Chalmers' "Strong and Weak Emergence" (in P. Davies & P. Clayton, eds., *The Re-Emergence of Emergence: The Emergentist Hypothesis From Science to Religion*, OUP, 2006), and a selection of various short reference articles in *The Routledge Handbook of Emergence* (S. Gibb, R. F. Hendry & T. Lancaster, eds, Routledge, 2019). The *Handbook* is available for online reading via SOLO, and the McLaughlin and Chalmers articles can be found on the web easily. Weekly topics and readings will be posted on Weblearn.

It will be assumed that participants will have background in general philosophy, and *some* background in either philosophy of mind, or metaphysics, or philosophy of science. *No* background in any of the natural or social sciences will be assumed.

Philosophy of Physics
Dr Carina Prunkl, Dr Tushar Menon, Prof James Read – Th. 11 – 1, Radcliffe Humanities (Ryle Room)

Lectures will cover contemporary research issues in (a) the philosophy of thermodynamics and statistical mechanics [Dr. Prunkl, W1-4], and (b) the philosophy of symmetries and spacetime [Dr. Read & Dr. Menon, W5-8]. The week-by-week breakdown is as follows:

Week 1 [Prunkl]: Thermodynamics and the Second Law. The second law of thermodynamics is often celebrated as one of the most fundamental laws of physics. Yet, there exists surprisingly little agreement on both its scope and content. This first lecture will focus on the second law in phenomenological thermodynamics and lay the groundwork for the following lectures on philosophy of thermodynamics and statistical mechanics.

Week 2 [Prunkl]: Boltzmann's H-Theorem. In 1872, Ludwig Boltzmann considers the collisions of molecules in a nearly ideal gas and shows that there exists a quantity *H* that continuously decreases until it reaches a minimum. Has Boltzmann thus derived the second law of thermodynamics? This lecture covers his original argument as well as prominent objections to Boltzmann's celebrated H-theorem.

Week 3 [Prunkl]: Gibbs vs Boltzmann entropy. The reduction of thermodynamics to statistical mechanics is one of the most prominent inter-theoretic reductions to be found in the literature. Yet, which (if any) statistical mechanical entropy corresponds to the thermodynamic entropy is controversial. The two most prominent candidates are the Gibbs and the Boltzmann entropy. In this lecture, we will explore this issue further and cover some of the most compelling arguments that have been made in favour and against identifying the thermodynamic entropy with these statistical mechanical entropies.

Week 4 [Prunkl]: Time Asymmetry and the Past Hypothesis. Thermodynamics is time-asymmetric since entropy can only increase. As such, thermodynamics picks out a direction in time. What grounds this asymmetry? In this lecture we will discuss one argument that has been given to explain this asymmetry, the so-called past hypothesis.

Week 5 [Read]: Recent debates in the philosophy of symmetries. Symmetry is widely regarded to be one of the most (perhaps *the* most) important concept in contemporary theoretical physics. But just what is a symmetry? And how should we interpret physical theories with symmetries? In this lecture, I will cover some important recent work on these issues.

Week 6 [Read]: The hole argument. The hole argument was developed by Einstein in 1913; it purports to show that general relativity is radically indeterministic. Though Einstein would later reject the argument, over the past three decades a voluminous philosophical literature has arisen on how to avoid its troubling conclusions. In this lecture, I will chart a path through this literature, with particular focus on recent claims that the argument "rests of a misunderstanding on the mathematics of general relativity" (Weatherall).

Week 7 [Menon]: The Aharonov-Bohm (AB) effect. The AB effect, first proposed in 1959 and experimentally demonstrated in 1960, appears to render irreconcilable the following two claims: (i) electromagnetism is local and (ii) gauge symmetry-related models are indistinguishable. In this seminar, we discuss various attempts to make sense of the paradoxical nature of the AB effect.

Week 8 [Menon]: Relationalist reconstructions of spacetime theories. The standard charge levelled against relationalist ontologies of spacetime is that they are insufficiently structured to reproduce the corresponding dynamical theories. In this seminar, we discuss some attempts at constructing relationalist theories that are immune to this criticism. In particular, we look at Barbour and Bertotti's relationalist alternative to Newtonian mechanics (`Barbour-Bertotti theory'), and Huggett's Humean reconstruction of Newtonian mechanics (`regularity relationalism').

Knowledge, Reason and Action
Prof Natalia Waights Hickman and Prof John Hyman (UCL) – M. 1 – 3, The Queen's College (Lecture Room A)

The class examines both classic twentieth-century literature and recent work in the philosophy of action, epistemology, and the philosophy of normativity, exploring a range of connections between knowledge, reasons, practical rationality, motivation, intentional action and skill. We will discuss such questions as the following: Should we define intentional action in terms of reason or desire? Does intentional action require or supply a distinctive kind of knowledge? What is the place of reason in the explanation and justification of action? Are reasons causes, or are they facts? How do reasons motivate? What role do knowledge and reason play in skilled action?

Schedule (MT 2019)

1. Activity and Passivity
2. Reasons and Causes
3. Reason and Motivation
4. Internal and External Reasons
5. Practical Reasoning
6. Anscombe and Practical Knowledge
7. Knowledge and Reasons
8. Knowledge How and Skill

Readings:

The target reading for each seminar is in bold

1. **Activity and Passivity**

   - **Hyman, J. (2015) *Action, Knowledge, and Will*, ch. 2.**
   - Hornsby (2004) 'Agency and Actions' *Royal Institute of Philosophy Supplement.*
   - Davidson, D. (1971) 'Agency' repr. in *Essays on Actions and Events.*
   - Frankfurt, H.G. (1978) 'The problem of action', in A. Mele (ed.) *The Philosophy of Action*.

2. **Reasons and Causes**

   - **Hyman, J. (2015) *Action, Knowledge, and Will*, ch. 5**
   - Anscombe, G.E.M. (1957) *Intention,* §§1-20.
   - Davidson, D. (1963) 'Actions, Reasons and Causes' repr. in *Essays on Actions and Events*.
   - Hursthouse, R. (1991) 'Arational Actions' *Journal of Philosophy*.

3. **Reason and Motivation**

   - **Alvarez, M. (2010) *Kinds of Reasons*, Introduction & ch. 4.**
   - Dancy, J. (1995) 'Why There Is Really No Such Thing as the Theory of Motivation' *Proceedings of the Aristotelian Society.*
   - Broome, J. (2004) 'Reasons' in Jay Wallace, R., Pettit, P., Scheffler, S. & Smith, M. (eds.), *Reason and Value: Themes from the Moral Philosophy of Joseph Raz*.

4. **Internal and External Reasons**

   - **Korsgaard, C.M. (1986) 'Skepticism about Practical Reason' *Journal of Philosophy.***
   - Williams, B. (1979) 'Internal and External Reasons' in Harrisson, R. (ed.) *Rational Action*.
   - Williams, B. (1992), 'Internal Reasons and the Obscurity of Blame', in *Making Sense of Humanity.*
   - Derek Parfit & John Broome (1997) 'Reasons and Motivation' *Aristotelian Society Supplementary Volumes.*

5. **Practical Reasoning**

   - **Anscombe, G.E.M. (1974) 'Practical Inference' in Geach, M. (ed.) *Human Life, Action, and Ethics: Essays by G.E.M. Anscombe.***
   - Alvarez, M. (2010) 'Reasons for Action and Practical Reasoning' *Ratio*.

- Broome, J. (2002) 'Practical Reasoning' In Bermúdez, J.L. & Millar, A. (eds.), *Reason and Nature: Essays in the Theory of Rationality*.

6. Anscombe and Practical Knowledge

- **Campbell, L. (2018) 'Two notions of intentional action? Solving a puzzle in Anscombe's Intention' *British Journal for the History of Philosophy*.**
- Anscombe, G.E.M. (1957) *Intention*, §§6, 17, 28-32, 45-48.
- Setiya, K. (2008) 'Practical Knowledge' *Ethics.*
- Paul, S. (2009) 'Intention, Belief, and Wishful Thinking: Setiya on "Practical Knowledge"' *Ethics.*

7. Knowledge and Reasons

- **Hornsby, J. (2007) 'Knowledge, Belief, and Reasons for Acting' in Penco C., Beany M., and Vignolo, M. (eds.) *Explaining the Mental*.**
- Hyman, J. (2015) *Action, Knowledge, and Will,* ch. 6.
- Hawthorne, J. and Stanley, J. (2008) 'Knowledge and Action' *Journal of Philosophy.*

8. Knowledge How

- **Ryle, G. (1949) *The Concept of Mind,* ch. 2**
- Stanley, J. and Williamson, T. (2001) 'Knowing How' *Journal of Philosophy.*
- Waights Hickman, N. (2018) 'Knowing in the "executive way": knowing how, rules, methods, principles, methods and criteria.' *Philosophy and Phenomenological Research*.
- Wiggins, D. (2012) 'Practical Knowledge: Knowing How To and Knowing That' *Mind*.

Regular Faculty Seminars

The programmes of the Faculty seminars will no longer be included in this Lecture Prospectus, since running lists are often not settled by the time this Prospectus is published. Instead, students and Faculty members are referred to the weekly events digest, sent from the Faculty in each week of term, which includes details of each of the seminars (often with a linked abstract). Interested parties may also refer to seminars' individual webpages, where one exists.

The Faculty seminars listed here all take place in some weeks of each term of the year, at Radcliffe Humanities (either in the Ryle Room or the Lecture Room). The usual schedule is given as a guide, but should be checked in any term against the events digest.

Monday

Moral Philosophy Seminar
Usual schedule: weekly, 4.30 to 6.30, Lecture Room
Webpage: http://www.philosophy.ox.ac.uk/lectures/moral_philosophy

Philosophy of Mathematics Seminar
Usual schedule: weeks vary; 4.30 to 6.30, Ryle Room
Webpage: http://users.ox.ac.uk/~philmath/pomseminar.html

Tuesdays

Post-Kantian European Philosophy Seminar
Usual schedule: even-numbered weeks, 5 to 7, Ryle Room
Webpage: http://www.philosophy.ox.ac.uk/lectures/the_postkantian_seminar

Thursdays

Workshop in Ancient Philosophy
Usual schedule: weekly, 4.30 to 6, Ryle Room
Webpage: http://www.philosophy.ox.ac.uk/lectures/workshop_in_ancient_philosophy

Philosophy of Physics Seminar
Usual schedule: weekly, 4.30 to 6.30, Lecture Room
Webpage: http://www.philosophy-of-physics.ox.ac.uk/tag/thursday-seminars/

Fridays

Jowett Society / Philosophical Society
Usual schedule: weekly, 3.30 to 5.30, Lecture Room
Webpage: https://jowettsociety.wordpress.com/

In addition to these, there are usually "work in progress" groups, or WIPs: most commonly, the Theoretical Philosophy WIP (http://users.ox.ac.uk/~twip/), and in some terms a Mind WIP meets. There is also a Faculty Aesthetics seminar which meets in one term of the year.