

Course descriptions for all PPE papers

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See below for a list of PPE papers and descriptions of what each paper might involve. The list is **indicative only** – the papers offered, and the content and format of each paper, may have changed by the time you become a student.

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Politics Papers

Introduction to the Theory and Practice of Politics (Prelims/Year 1)

The paper will be divided into two sections. Candidates are required to answer four questions, of which at least one must be from section (a) and two from section (b).

(a) The Theory of Politics

Questions will be set on the following topics: (i) the nature and the grounds of rights; (ii) the nature and grounds of democracy; (iii) the role of civil society; (iv) power in the democratic state; (v) the nature and grounds of liberty; (vi) state paternalism; and (vii) free speech.

Questions will also be set on the following texts: (i) John Locke, *Second Treatise on Government*; (ii) Jean-Jacques Rousseau, *Social Contract*; (iii) Alexis de Tocqueville, *Democracy in America*; (iv) Karl Marx and Friedrich Engels, *The Communist Manifesto*; (v) John Stuart Mill, *On Liberty*.

(b) The Practice of Politics

Questions will be set on the following topics: (i) regime types; definition and measurement of variations between types of democracy; (ii) political institutions and practice outside the advanced industrial democracies; stability, state capacity and state formation; (iii) the state and its institutions (executives, legislatures, parties and party systems, electoral systems, courts, constitutions and centre-periphery relations); (iv) parties and party systems; political values and identity politics.

201. Comparative Government

Candidates are required to show knowledge of theories and methods of comparison in empirical political analysis, including both quantitative and qualitative approaches, and their application to specific problems. The course will include the study of (i) regimes and states; (ii) institutions; and (iii) political actors. Candidates may select any combination of questions in the examination. Topics in the area of regimes and states will include: state-building; colonial legacies; structural and actor-based explanations of democratization processes; institutional and legitimacy-rooted variation across hybrid and autocratic regimes; the outcomes of different regimes. Topics in the area of institutions will include: constitutional design and constitutional practice under different regime styles; executives and legislatures; judiciaries; bureaucracies; structures, purposes and consequences of devolved power; and variations in and consequences of electoral systems. Topics in the area of political actors will include: the origin of parties; the explanation of party-system variation and the causes of party-system change; interest groups and social movements, and their interaction with parties and government; the nature of political activism. Where appropriate, candidates must demonstrate an understanding of casual inference and causal mechanisms, and of associated problems of selection, endogeneity, and interaction effects.

202. British Politics and Government since 1900

British politics (including the major domestic political crises, ideologies and political issues) and the evolution of the British political and constitutional system (including elections and the electoral system, political parties, parliament, the cabinet system, and machinery of government). 'Political issues' will be taken to include the political implications of social and economic development and the domestic implications of foreign and imperial policy.

203. Theory of Politics

The critical study of political values and of the concepts used in political analysis and methods and approaches in political theory. Topics may include: ideal theory and realism; power, authority, and related concepts; liberty; rights; justice; equality; democracy and representation; political obligation and civil disobedience; neutrality and perfectionism; libertarianism; multiculturalism; socialism; and conservatism.

204. Modern British Government and Politics

A study of the structure, powers, and operations of modern British Government, including its interaction with the European Union: the Crown, Ministers, Parliament, elections, parties and pressure groups, the legislative process; Government departments, agencies, and regulatory bodies; local authorities; administrative jurisdiction and the Courts. Candidates will be expected to show familiarity with certain prescribed documents, a schedule of which may be revised annually. Any revisions to the schedule shall apply only to candidates taking the Final Honour School five terms hence, and if no proposals for revising the schedule have been received by noon on Friday of Week One of Hilary Term, the previous year's list shall stand. The revised schedule will be displayed on the PPE syllabus noticeboard at the Department of Politics and International Relations, Manor Road Building, and on the Department's website.

205. Government and Politics of the United States

The constitution; federalism and separation of powers; the presidency; congress; the federal courts; the federal bureaucracy; parties and the party system; electoral politics; mass media; interest groups; state and local politics; processes of policy-formation and implementation; political culture.

206. Politics in Europe

This paper is a comparative study of the national party and institutional systems of Europe, and of comparative issues in European politics, including democratisation, institutional relations, political economy and party politics. Candidates are expected to show a broad knowledge of European politics, and may where appropriate include reference to the UK in answers, but should not answer any question mainly or exclusively with reference to the UK.

207. Politics in Russia and the Former Soviet Union

Candidates will be required to show knowledge of the transformation of the Soviet system from 1985 to the present day, and an understanding of the politics of the countries in the former Soviet Union with respect to their formation, post-Soviet transitions, regime types, institutional arrangements, party systems, electoral processes, ethnic and clan composition, political economy, corruption, and the influence of external factors.

208. Politics in Sub-Saharan Africa

Candidates will be required to show knowledge of the politics of the countries of sub-Saharan Africa with respect to their political institutions, political sociology, and political economy. The following topics may be considered: nationalism; forms of government, civilian and military; parties and elections; conditions for democracy; class, ethnicity, religion, and gender; business, labour, and peasantries; structural adjustment and agricultural policies; the influence of external agencies.

209. Politics in Latin America

Candidates will be required to show knowledge of politics in Latin America; of the structure of government of the major states of the area; and of their political sociology and political economy. The following topics may be considered: presidential systems; the role of congress; public administration; party and electoral systems; the politics of major groups such as the military, trade unions and business groups, and the churches; political ideologies; political movements; the politics of economic stabilization; the politics of gender; theories of regime breakdown, and of democratic transition and consolidation; the influence of external factors.

210. Politics in South Asia

Candidates will be expected to show knowledge of political developments in South Asian countries since their independence, with regard to their political institutions, political sociology, and political economy. The following topics may be considered: the nature of the state; government and political institutions; party and electoral systems; politics in the provinces or states of a federation; the evolution of political ideologies; the politics of gender, caste, religion, language, ethnic regionalism, and national integration; the political economy of development, social change, and class relations; 'New' social movements and Left politics; regional conflicts in South Asia and the influence of external factors on South Asian politics. South Asia is taken to include India, Pakistan, Sri Lanka, and Bangladesh.

211. Politics in the Middle East

Candidates will be expected to show knowledge of the politics of the Middle East with regard to their political institutions, political sociology, and political economy. The following topics may be considered: the emergence of the state system in the modern Middle East; the influence of colonialism and nationalism in its development; the military in state and politics; party systems and the growth of democratic politics; the politics of religion; women in the political sphere; the influence of major inter-state conflicts and external factors on

internal politics. The Middle East is taken to comprise Iran, Israel, Turkey, and the Arab States.

212. International Relations in the Era of Two World Wars

The relations between the major powers; the twentieth-century origins of the First World War and the origins of the Second World War; war aims, strategies, and peace-making; the disintegration of war-time alliances; the League of Nations and the establishment of the United Nations; the impact of major political movements (Communism, Fascism, nationalism) on international society; monetary and economic developments as they affected international politics.

Knowledge of events before 1900 and after 1947 will not be demanded, nor will questions be set on extra-European developments before 1914.

213. International Relations in the Era of the Cold War

The relations among the major powers, 1945-91, including domestic and external factors shaping foreign policy; the origins and course of the cold war, including detente and the end of the cold war; East-West relations in Europe with particular reference to the foreign policies of France and the Federal Republic of Germany; European integration; the external relations of China and Japan, particularly with the Soviet Union and the United States; the Soviet Union's relations with Eastern Europe; decolonization and conflict in the developing world.

214. International Relations

The topics covered in this paper will include classical and critical approaches to the study of international relations; international law; power; postcolonialism and Empire; globalisation, global governance and international co-operation; theories of war and peace, and the domestic determinants of foreign policy; international organisations and security; ethnic, national, and cultural sources of conflict. Candidates will be required to illustrate their answers with contemporary or historical material. They will be expected to know the major developments in international affairs from 1990 onwards, and to cite these wherever appropriate. They may also be given the opportunity to show knowledge of earlier developments; but questions referring specifically to events before 1990 will not be set.

215. Political Thought: Plato to Rousseau

The critical study of political thought from Plato to Rousseau. Candidates will be expected to show knowledge of at least three of the following authors, with a primary though not necessarily exclusive focus on the following texts: Plato, *The Republic*; Aristotle, *Politics*; Aquinas: *Political Writings*, ed. R. W. Dyson 2002; Machiavelli, *The Prince*, *The Discourses* ed. Plamenatz 1972; Hobbes *Leviathan* Parts I and II; Locke, *Second Treatise of Civil Government*; Montesquieu, *The Spirit of the Laws*, Books I-VIII, XI, XII, XIX; Hume, *Moral and Political Writings* ed. Aiken 1948; Rousseau, *Discourse on the Origin of Inequality*, *The Social Contract*. Questions will also be set on the following topics: theories of political stability and civic virtue; the relationship between the personal and the political; utopian political thought; theories of natural law and justice. In answering examination questions, candidates

are expected to discuss the primary texts identified in this rubric, but may also draw on their knowledge of a range of other primary texts from the canon of political thought to the end of the eighteenth century, as indicated in the bibliography issued by the Department of Politics and International Relations.

216. Political Thought: Bentham to Weber

The critical study of political and social thought from Bentham to Weber. Candidates will be expected to show knowledge of at least three of the following authors, with a primary though not necessarily exclusive focus on the following texts: Bentham, *Political Thought* ed. Parekh; J. S. Mill, *On Liberty*, essays 'The Spirit of the Age', 'Civilization', 'Bentham', 'Coleridge'; Hegel, *The Philosophy of Right*, *Lectures on the Philosophy of World History* (Introduction) (CUP edn.); Saint-Simon, *Selected Writings 1760-1825*, ed. Taylor 1975; Tocqueville, *Democracy in America - Everyman edition* (Vol. I: Introduction, chapters 2-6, the last section of chapter 8, chapters 11, 12, the first section of chapter 13, chapters 14-17; Vol II: Book II, chapters 1-8, 16-20, Book III, chapters 1, 2, 13-21, Book IV, chapters 1-8); Marx, *Selected Writings*, ed. McLellan, nos. 6-8, 13, 14, 18, 19, 22, 23, 25, 30, 32, 37-40; Weber, *From Max Weber*, eds. Gerth and Mills; Durkheim, *The Division of Labour in Society* (Prefaces, Introduction, Book I, chapters 1-3, 7; Book 2, chapters 1, 3; Book 3, chapters 1, 2; Conclusion), *Professional Ethics and Civic Morals*, chapters 4-9. Questions will also be set on the following topics: state, society, and the family; individual and community; history and social change; science and religion. In answering examination questions candidates are expected to discuss the primary texts identified in this rubric, but may also draw on their knowledge of other primary texts from the canon of modern social and political thought, as indicated in the bibliography issued by the Department of Politics and International Relations.

217. Marx and Marxism

The study of the ideas of Marx and Engels, of later Marxists and critics of Marxism. Candidates will be expected to study Marxism as an explanatory theory, and also to examine its political consequences. They will be required to show knowledge of the relevant primary texts as specified in the bibliography issued by the Department of Politics and International Relations. Questions will also be set on some later Marxists, as indicated in the bibliography.

218. Sociological Theory

Theoretical perspectives which may include rational choice; evolutionary psychology; interpersonal interaction; social integration and networks; functionalism. Substantive problems which may include stratification; gender; nationalism; race and ethnicity; collective action; norms; ideology; economic development; gangs and organised crime. Candidates will be expected to use theories to explain substantive problems.

220. Political Sociology

The study of the social basis of political competition (including social cleavages and identities), social and political attitudes (including political culture), processes of political engagement and competition (including elections, protest politics, elite formation and the

mass media), the social basis for the formation, change, and maintenance of political institutions (including democracy and welfare states).

222. Labour Economics and Inequality

As specified by the Department of Economics.

224. Social Policy

The nature and development of social policy and welfare states; public, private and informal systems of welfare; welfare regime typologies; and analysis of social policy. The sources, development, organisation and outcomes of British social policy, with a focus on a number of issues and policy areas from a selection as published in the course handbook.

225. Comparative Demographic Systems

Candidates will be expected to show knowledge of controversies in demographic theory (Malthus and his critics, Easterlin, Caldwell, the New Home Economics school and others) and to illustrate their answers with varied and specific examples. The paper will comprise two sections. Section 1 will test the candidate's ability to interpret quantitative results and the methods of demographic analysis. Section 2 will test the candidate's knowledge of substantive trends and their explanation. Candidates will be required to answer three questions, one from Section 1 and two from Section 2.

I Demographic analysis and techniques: data sources, adequacy and remedies. Statistical analysis of fertility, mortality, and other demographic phenomena. The life table, stable population, and other models of population structure and growth. Population dynamics, projections and simulations.

II Demographic trends and explanations. Limits to fertility and the lifespan. Contrasts between stable and transitional population systems in historical European and current non-European societies: the decline of mortality, fertility patterns in relation to systems of household formation, kin organization and risk environments, marital fertility decline and the current status of transition theory. Social, economic, and political consequences of rapid population growth at the national level and the local level.

Demographic systems in post-transitional societies (modern Europe and other industrial areas): low fertility, trends in health and survival, and age structure change; their economic and social causes and consequences. New patterns of marriage and family, women in the workforce, labour migration and the demography of ethnic minorities, population policies.

227. Politics in China

Candidates will be required to show knowledge of the government and politics of China since 1949, and with particular reference to the period since 1978, with respect to its political institutions, political sociology, and political economy. The following topics may be considered: the Communist party and its structure, urban and rural reform since 1978, foreign relations, nationalism, elite politics, gender, legal culture, and the politics of Hong Kong and Taiwan.

228. The Politics of the European Union

This paper focuses on the study of the history, institutions, and policy processes of the European Union. It includes analysis of the history and theories of the European integration process. Candidates are expected to show knowledge of politics of the European Union, including the main institutions of the EU, decision making procedures and specific policies, as well as relations between the EU and the rest of the world. The paper also focuses on democracy in the European Union and the impact of European integration on the domestic politics and policies of the member states.

229. Advanced Paper in Theories of Justice

Theories of justice often focus on adults who lack any disabilities and are in good health, who live in a single society with no history of injustice and who are contemporaries. This paper aims to examine the questions that arise when we broaden the focus of justice beyond these confines and consider how to apply principles of justice to real world policy questions. In particular, it examines what principles of justice should apply with respect to (i) future generations; (ii) historic injustice; (iii) global politics and those who are not co-citizens or co-nationals; (iv) those with disabilities; (v) children; (vi) health care; and (vii) unconditional basic income policy.

230. Comparative Political Economy

The study of comparative political economy examines the relationship between politics and economics across nations. Candidates will be required to show both theoretical and empirical knowledge of this relationship, drawing on the texts from the course reading list. In addition, candidates are expected to draw on multiple countries in their work. Students should demonstrate their knowledge from the course by engaging with the paper's central themes, namely: i) the balance struck between economic efficiency and social inequality across countries; ii) the historical development of national political and economic institutions; iii) comparisons of how nations differently organise their market economies and administer welfare provision; iv) the politics of economic performance, redistribution and inequality; v) the extent to which the political economies of both economically developed democracies and large developing economies are presently changing.

297. Special Subject in Politics

Special subjects are announced annually and may vary from year to year.

299. Thesis

Candidates may offer a thesis instead of one of their optional Politics papers in finals. The thesis word limit is 15,000 words.

Philosophy Papers

Introduction to Logic (Prelims/Year 1)

Compulsory for all schools except Classics, where it is available as an option

This course introduces students to formal work in propositional and predicate logic, through study of a dedicated text: *The Logic Manual*, by Volker Halbach (OUP). Students investigate the patterns of valid inference by means of the formal system set out in the text, and learn about the relationship between elements of the system and the types of argument and inference used in ordinary language. The course is intended both for those with an interest in logic who will undertake further work in it or related topics at finals, and for those who will not study it further but who will find the ability to understand formal expressions useful in their later study of philosophy.

For helpful resources for students taking Introduction to Logic, including model answers, worked examples, recorded lectures, and sample papers, please visit the *Logic Manual* website [here](#).

General Philosophy (Prelims/Year 1)

Compulsory for all schools except Classics, where it is available as an option

General Philosophy introduces students to key topics in epistemology and metaphysics, including knowledge and scepticism, induction, mind and body, personal identity, free will, and God and evil. Students approach these topics by studying key writings on the topics.

Moral Philosophy (Prelims/Year 1)

Compulsory for PPE, PPL, PT and PML; available as an option for Classics

Moral Philosophy is studied in conjunction with J. S. Mill's Utilitarianism and, by means of the study of Mill's and contemporary versions of utilitarianism, introduces students to discussion of subjects such as happiness and pleasure, the criterion of right action, the role and foundation of moral principles, and justice.

101. Early Modern Philosophy

The purpose of this subject is to enable you to gain a critical understanding of some of the metaphysical and epistemological ideas of a number of the traditionally canonical figures within early modern European philosophy. This period saw a great flowering of philosophy in Europe. Descartes, Spinoza and Leibniz, often collectively referred to as "the rationalists", placed the new "corpuscularian" science within grand metaphysical systems. Locke wrote in a different, "empiricist" tradition. He argued that, since our concepts all ultimately derive from experience, our knowledge is necessarily limited. Berkeley and Hume developed this empiricism in the direction of a kind of idealism, according to which the world studied by

science is in some sense mind-dependent and mind-constructed. The examination paper is divided into two sections. Students are required to answer at least one question from Section A (Descartes, Spinoza, Leibniz) and at least one from Section B (Locke, Berkeley, Hume) and will typically study two of the six figures in depth during tutorials.

102. Knowledge and Reality

The purpose of this subject is to enable you to examine some central questions about the nature of the world and our knowledge of it. In considering knowledge you will examine the connections between knowledge, justification and luck; arguments for scepticism about the unobserved, the existence of other minds, or the external world; the nature of evidence and rationality; the role of perception, memory, testimony, and the imagination in generating knowledge; and the importance of knowledge in the social realm. In considering reality you will consider how objects and people persist through change; the nature of possibility, time, causation; the various ways in which some things depend on other things; the nature of properties and kinds, including social kinds; and the metaphysics of race and gender.

103. Ethics

The purpose of this subject is to enable you to come to grips with some questions which exercise many people, philosophers and non-philosophers alike. How should we decide what is best to do, and how best to lead our lives? Why should we care about our moral obligations? Are our value judgments about these matters objective or do they merely reflect our subjective preferences and viewpoints? Can we really be held responsible in a deterministic world? You will have the opportunity to analyse a variety of ethical concepts, such as those of justice, rights, equality, virtue, and happiness, that are widely used in moral and political argument. You will consider some of the leading theories of moral right and wrong, as well as topics in applied ethics such as abortion and voluntary euthanasia. Knowledge of major historical thinkers such as Aristotle, Hume, and Kant is encouraged but not required in the examination.

104. Philosophy of Mind

The purpose of this subject is to enable you to examine a variety of questions about the nature of persons and their psychological states, including such general questions as: what is the relation between persons and their minds? Could robots or automata be persons? What is the relation between our minds and our brains? If we understood everything about the brain, would we understand everything about consciousness and rational thought? If not, why not? Several of these issues focus on the relation between our common sense understanding of ourselves and others, and the view of the mind developed in scientific psychology and neuroscience. Are the two accounts compatible? Should one be regarded as better than the other? Should our common sense understanding of the mind be jettisoned in favour of the scientific picture? Or does the latter leave out something essential to a proper understanding of ourselves and others? Other more specific questions concern memory, thought, belief, emotion, perception, and action.

Paul Churchland, *Matter and Consciousness* (Cambridge) chs. 1-3.

It is recommended that students interested in this paper should study for Paper 101 (Early Modern Philosophy) or Paper 102 (Knowledge & Reality) before taking this one.

106. Philosophy of Science and Social Science

The purpose of this subject is to enable you to study topics in the philosophy of science in general, and topics in the philosophy of social science in particular. **In most schools, candidates taking this paper may specialise in philosophy of social science; that is, they need not answer in the examination on the philosophy of science if they do not wish to do so. The exception is for students reading Physics and Philosophy who must, if taking this paper to satisfy the requirement they take a paper in philosophy of science, answer at least one question in the philosophy of science.**

In the broadest sense the philosophy of science is concerned with the theory of knowledge and with associated questions in metaphysics. What is distinctive about the field is the focus on "scientific" knowledge, and metaphysical questions - concerning space, time, causation, probability, possibility, necessity, realism and idealism - that follow in their train. As such it is concerned with distinctive traits of science: testability, objectivity, scientific explanation, and the nature of scientific theories. Whether economics, sociology, and political science are "really" sciences is a question that lay people as well as philosophers have often asked. The technology spawned by the physical sciences is more impressive than that based on the social sciences: bridges do not collapse and aeroplanes do not fall from the sky, but no government can reliably control crime, divorce, or unemployment, or make its citizens happy at will. Human behaviour often seems less predictable, and less explicable than that of inanimate nature and non-human animals, even though most of us believe that we know what we are doing and why. So philosophers of social science have asked whether human action is to be explained causally or non-causally, whether predictions are self-refuting, whether we can only explain behaviour that is in some sense rational - and if so, what that sense is. Other central issues include social relativism, the role of ideology, value-neutrality, and the relationship between the particular social sciences, in particular whether economics provides a model for other social science. Finally, some critics have asked whether a technological view of 'social control' does not threaten democratic politics as usually understood.

Martin Hollis, *The Philosophy of Social Science* (Cambridge); Alexander Rosenberg, *Philosophy of Social Science* (Westview).

It is recommended that students interested in this paper should study for Paper 101 (Early Modern Philosophy) or Paper 102 (Knowledge & Reality) before taking this one.

107. Philosophy of Religion

The purpose of this subject is to enable you to examine claims about the existence of God and God's relationship to the world. What, if anything, is meant by them? Could they be true? What justification, if any, can or needs to be provided for them? The paper is concerned primarily with the claims of Western religions (Christianity, Judaism and Islam), and with the central claim of those religions, that there is a God. God is said to be

omnipresent, omnipotent, omniscient, perfectly good, a source of moral obligation and so on. But what does it mean to say that God has these properties, and are they consistent with each other? Could God change the past, or choose to do evil? Does it make sense to say that God is outside time? You will have the opportunity to study arguments for the existence of God - for example, the teleological argument from the fact that the Universe is governed by scientific laws, and the argument from people's religious experiences. Other issues are whether the fact of pain and suffering counts strongly, or even conclusively, against the existence of God, whether there could be evidence for miracles, whether it could be shown that prayer "works", whether there could be life after death, and what philosophical problems are raised by the existence of different religions. There may also be an optional question in the exam paper about some specifically Christian doctrine - does it make sense to say that the life and death of Jesus atoned for the sins of the world, and could one know this? There is abundant scope for deploying all the knowledge and techniques which you have acquired in other areas of philosophy. Among the major philosophers whose contributions to the philosophy of religion you may study are Aquinas, Hume and Kant.

It is recommended that students interested in this paper should study for Paper 101 (Early Modern Philosophy) or Paper 102 (Knowledge & Reality) before taking this one.

108. The Philosophy of Logic and Language

The purpose of this subject is to enable you to examine some fundamental questions relating to reasoning and language. The philosophy of logic is not itself a symbolic or mathematical subject, but examines concepts of interest to the logician. If you want to know the answer to the question 'What is truth?', this is a subject for you. Central also are questions about the status of basic logical laws and the nature of logical necessity. What, if anything, makes it true that nothing can be at the same time both green and not green all over? Is that necessity the result of our conventions or stipulations, or the reflection of how things have to be independently of us? Philosophy of language is closely related. It covers the very general question how language can describe reality at all: what makes our sentences meaningful and, on occasion, true? How do parts of our language refer to objects in the world? What is involved in understanding speech (or the written word)? You may also investigate more specific issues concerning the correct analysis of particular linguistic expressions such as names, descriptions, pronouns, or adverbs, and aspects of linguistics and grammatical theory. Candidates taking paper 102 (Knowledge and Reality) as well as this paper should avoid repetition of material across examinations, though it is safe to assume that good answers to questions would not involve repetition for which you might be penalised.

It is **strongly** recommended that students studying for this paper should normally have studied the Prelims paper 'Introduction to Logic'.

109. Aesthetics and the Philosophy of Criticism

The purpose of this subject is to enable you to study a number of questions about the nature and value of beauty and of the arts. For example, do we enjoy sights and sounds because they are beautiful, or are they beautiful because we enjoy them? Does the

enjoyment of beauty involve a particular sort of experience, and if so, how should we define it and what psychological capacities does it presuppose? Is a work of art a physical object, an abstract object, or what? Does the value of a work of art depend only upon its long- or short-term effects on our minds or characters? If not, what sorts of reasons can we give for admiring a work of art? Do reasons for admiring paintings, pieces of music and poems have enough in common with one another, and little enough in common with reasons for admiring other kinds of things, to support the idea that there is a distinctive sort of value which good art of every sort, and only art, possesses? As well as general questions such as these ones, the subject also addresses questions raised by particular art forms. For example, what is the difference between a picture and a description in words? Can fiction embody truths about its subject-matter? How does music express emotions? All of these questions (and others) are addressed directly, and also by examining classic texts, including Plato's Republic, Aristotle's Poetics, Hume's Essay on the Standard of Taste and Kant's Critique of Aesthetic Judgement.

It is recommended that students interested in this paper should study for paper 101 (Early Modern Philosophy), paper 102 (Knowledge and Reality), paper 103 (Ethics), paper 104 (Philosophy of Mind) or paper 115/132 (Plato, Republic) before taking this one.

110. Medieval Philosophy: Aquinas

The purpose of this subject is to introduce you to many of Aquinas's central ideas and arguments on a wide variety of theological and philosophical topics. These include the proofs of the existence of God (the famous "five ways"), the concept of the simplicity of God (including the controversial issue of the identity of being and essence in God), the concept of the soul in general and of the human soul in particular, the proof of the immortality of the human soul, the nature of perception and of intellectual knowledge, the notion of free will and of happiness, the theory of human actions. These are studied in translation rather than in the Latin original, though a glance at Aquinas's remarkably readable Latin can often be useful. Candidates are encouraged to carefully read and analyze Aquinas's texts and to focus on the philosophical questions they raise. Papers 133 Aristotle, Physics, and 132 Aristotle, Nicomachean Ethics are a good background for this option.

Restrictions: students may not take both this paper and paper 111 (Medieval Philosophy: Duns Scotus and Ockham).

111. Medieval Philosophy: Duns Scotus and Ockham

Duns Scotus and Ockham are, together with Aquinas, the most significant and influential thinkers of the Middle Ages. The purpose of this subject is to make you familiar with some fundamental aspects of their theological and philosophical thought. As to Scotus, these include the proof of the existence and of the unicity of God (the most sophisticated one in the Middle Ages) and the issues about causality that it raises, the theory of the existence of concepts common to God and creatures (the univocity theory of religious language), his realism about universals and his theory of individuation (hecceity). As to Ockham, they include nominalism about universals and the refutation of realism (including the realism of Duns Scotus), the theory of intellectual knowledge of singulars and the question of whether

we can have evidence about contingent properties of singulars, the nature of efficient causality and the problem of whether we can prove the existence of a first efficient cause. These are studied in translation rather than in the Latin original, though a glance at the Latin can often be useful. Candidates are encouraged to carefully read and analyze Scotus's and Ockham's texts and to focus on the philosophical questions they raise. Paper 134 (Aristotle: Physics) is a good background for this option.

Restrictions: students may not take both this paper and paper 110 (Medieval Philosophy: Aquinas).

112. The Philosophy of Kant

This paper will provide an introduction to some of the central ideas in the philosophy of Immanuel Kant (1724–1804), one of the most important and influential thinkers in the western philosophical tradition. The main focus of the paper is Kant's Critique of Pure Reason (1781/1787), a work which aims to mark the boundaries to our knowledge and to explain the possibility of metaphysics, natural science, and mathematics. There is also the option to study the Groundwork of the Metaphysics of Morals (1785), in which Kant lays out the basis of his moral theory, arguing that reason is the source of moral principles. They are linked through Kant's insistence that both the laws of nature and the laws of morality are grounded in human reason itself and that the domain of nature has to be limited in order to make room for freedom. In the conclusion to his Critique of Practical Reason, Kant writes: 'Two things fill the mind with ever new and increasing admiration and awe, the more often and steadily reflection is occupied with them: the starry heaven above me and the moral law within me'. Those words are now inscribed on his tombstone. This paper will allow you to explore Kant's views on the starry heavens and the moral law, and on nature and freedom.

It is recommended that students interested in this paper should study for paper 101 (Early Modern Philosophy) before taking this one.

113. Post-Kantian Philosophy

Many of the questions raised by German and French philosophers of the 19th and early 20th centuries were thought to arise directly out of Kant's metaphysics, epistemology and ethics: Hence the title of this subject, the purpose of which is to enable you to explore some of the developments of (and departures from) Kantian themes in the work of Hegel, Schopenhauer, Nietzsche, Husserl, Heidegger, Sartre and Merleau-Ponty. Students typically focus their study on only two chosen authors.

Hegel and Schopenhauer delineate global, metaphysical systems out of which each develops his own distinctive vision of ethical and (especially in the case of Hegel) political life. Nietzsche's writings less obviously constitute a 'system', but they too develop certain ethical and existential implications of our epistemological and metaphysical commitments. Husserl will interest those pupils attracted to problems in ontology and epistemology such as feature in the Cartesian tradition; his work also serves to introduce one to phenomenology, the philosophical method later developed and refined by Heidegger, Sartre and Merleau-Ponty.

In Heidegger and Sartre, that method is brought to bear on such fundamental aspects of human existence as authenticity, social understanding, bad faith, art and freedom. Merleau-Ponty (who trained as a psychologist) presents a novel and important account of the genesis of perception, cognition and feeling, and relates these to themes in aesthetics and political philosophy. While this is very much a text-based paper, many of the questions addressed are directly relevant to contemporary treatments of problems in epistemology and metaphysics, in aesthetics, political theory and the philosophy of mind.

It is recommended that students interested in this paper should study for paper 101 (Early Modern Philosophy), paper 102 (Knowledge and Reality), paper 103 (Ethics), or paper 112 (The Philosophy of Kant) before taking this one.

114. Theory of Politics

As specified by the Department of Politics.

115. Plato, Republic (in translation)

The influence on the history of philosophy is enormous. The purpose of this subject is to enable you to make a critical study of the Republic, which is perhaps his most important and most influential work. Written as a dialogue between Socrates and others including the outspoken immoralist Thrasymachus, it is primarily concerned with questions of the nature of justice and of what is the best kind of life to lead. These questions prompt discussions of the ideal city (which Karl Popper famously criticised as totalitarian), of education and art, of the nature of knowledge, the theory of Forms and the immortality of the soul. In studying the Republic you will encounter a work of philosophy of unusual literary merit, one in which philosophy is presented through debates, through analogies and images, including the famous allegory of the Cave, as well as rigorous argument, and you will encounter some of Plato's important contributions to ethics, political theory, metaphysics, philosophy of mind and aesthetics. You are expected to study the work in detail; the examination contains a question requiring comments on chosen passages, as well as a choice of essay questions.

Set text

Plato, Republic, translated by G. M. A. Grube, revised by C. D. C. Reeve (Indianapolis, IN: Hackett, 1992) ([link](#))

116. Aristotle, Nicomachean Ethics (in translation)

The purpose of this subject is to give you the opportunity to make a critical study of one of the most important works in the history of philosophy. Like Plato in the Republic, Aristotle is concerned with the question 'what is the best possible sort of life?' Whereas this leads Plato to pose grand questions in metaphysics and political theory, it leads Aristotle to offer close analyses of the structure of human action, responsibility, the virtues, the nature of moral knowledge, weakness of will, pleasure, friendship, and other related issues. Much of what Aristotle has to say on these is ground-breaking, highly perceptive, and still of importance in contemporary debate in ethics and moral psychology. You are expected to study the work in

detail; the examination contains a question requiring comments on chosen passages, as well as a choice of essay questions.

120. Intermediate Philosophy of Physics

The purpose of this subject is to enable you to come to grips with conceptual problems in special relativity and quantum mechanics. Only those with a substantial knowledge of physics should offer this subject, which is normally available only to candidates reading Physics and Philosophy.

122. Philosophy of Mathematics

Philosophical conundrums pervade mathematics, from fundamental questions of mathematical ontology to deep questions of epistemology. What are numbers? What is the nature of infinity? How do or can we come to mathematical knowledge? What are the relations between truth, proof, and meaning? Does every mathematical truth admit of proof? What role do figures play in geometric argument? Do mathematical objects exist that we cannot construct? Can every mathematical question be solved in principle by computation? By what criteria are we to accept or reject mathematical axioms? These are merely a few of the questions we shall consider while exploring various philosophical positions, including platonism, realism, logicism, structuralism, formalism, constructivism, and many others. No specific mathematical knowledge is required for study in this subject, but a stronger mathematical background may enable a deeper understanding; it will be helpful to have studied mathematics at A-levels or similar as well as logic in the Prelims/Mods.

Students studying for this paper should normally have studied paper 101 (Early Modern Philosophy), paper 102 (Knowledge and Reality), paper 108 (Philosophy of Logic and Language), or paper 120 (Intermediate Philosophy of Physics) first.

124. Philosophy of Science

Philosophy of science is the philosophical study of the sciences, both with respect to scientific method and to the content of scientific theories and the nature of scientific claims more generally. It draws on ideas from epistemology and metaphysics (Knowledge and Reality), formal logic, philosophy of mathematics, philosophy of probability, and theories of meaning. Questions of scientific method include the problem of induction, the nature of scientific observation, and the role of scientific explanation, along with the working interpretations under which theories can be subjected to experimental tests. They also include theory-change, whether by inter-theory reduction, unification, falsification, or revolutionary theory-change, and the norms that apply in each case. The content of scientific theories concerns what those theories say, and how they are to be interpreted, whether in realist, structuralist, functionalist, or instrumental terms, including the question of what laws really are, and how theories themselves should be defined.

The subject also includes the study of major historical schools in philosophy of science. The most important of these is logical positivism (later logical empiricism), which dominated philosophy of science in much of the last century, and which, as based on the writings of

Frege, Russell, and the early Wittgenstein, was important to the history of analytic philosophy.

The syllabus for this subject is the same as part A for paper 106.

Students studying for this paper should normally have studied either paper 101 (Early Modern Philosophy) or paper 102 (Knowledge and Reality) first.

125. Philosophy of Cognitive Science

This paper covers some of the key questions about the nature of the mind dealt with by a variety of cognitive scientific disciplines: experimental psychology, cognitive neuroscience, linguistics and computational modelling of the mind.

You do not need to be studying a scientific subject to take this paper, as long as you enjoy reading about scientific discoveries about the mind and brain. For those studying psychology, neuroscience, linguistics or computation, the paper is a crucial bridge to philosophy. The paper will be of great interest to philosophers without a scientific background who want to understand the benefits and limitations of bringing scientific data to bear on deep issues in the philosophy of mind. Studying this paper will provide insight into the ways that contemporary scientific advances have improved our understanding of aspects of the mind that have long been the focus of philosophical reflection. It will also introduce you to a range of theoretical issues generated by current research in the behavioural and brain sciences.

The core topics are:

- Levels of description and explanation (e.g. personal vs. subpersonal, functional vs. mechanistic, mind vs. brain);
- Cognitive architecture, modularity, homuncular functionalism;
- Conceptual foundations of information processing: rules and algorithms, tacit knowledge (e.g. of grammar), competence vs. performance;
- The nature and format of representations: representationalism vs. behaviourism, the computational theory of mind and language of thought, connectionist alternatives;
- The scientific study of consciousness, including the role of subjects' reports, non-verbal and direct measures; neural and computational correlates of consciousness; and the problem of distinguishing phenomenal and access consciousness empirically.

The lectures will also cover philosophical issues raised by some areas of cutting-edge research, such as: agency and its phenomenology; attention and neglect; cognitive neuropsychology; concepts; delusions; dual-process theories; dynamical systems, embodied and embedded cognition; evolutionary psychology and massive modularity; forward models and predictive coding; imagery; implicit processing (e.g. blindsight, prosopagnosia); innateness (e.g. concept nativism); language processing and knowledge of language; perception and action (e.g. dorsal vs. ventral visual systems); spatial representation; theory of mind / mindreading; unity of consciousness. Lectures may also cover some historical background (e.g. the cognitive revolution).

Contact: ppeadmissions@socsci.ox.ac.uk

Students studying for this paper should normally have studied paper 102 (Knowledge and Reality) or paper 104 (Philosophy of Mind) first.

127. Philosophical Logic

This paper is a second course in logic. It follows on from the first logic course provided by The Logic Manual in Prelims.

This course exposes you to logical systems that extend and enrich—or challenge and deviate from—classical logic, the standard propositional and predicate logic familiar from Prelims. Why depart from classical logic? Here's one example: classical logic has exactly two truth-values, true and false. How, then, are we to deal with sentences such as 'Hamlet has blood type O', which appear to defy classification with either? One systematic answer is provided by three-valued logics which deviate from classical logic by permitting their sentences to be neither truth nor false. Another example: classical logic only has truth-functional connectives. How, then, are we to deal with connectives like 'It must be the case that...,' whose semantics cannot be captured with a truth-table? One systematic answer is provided by modal logic, which extends classical logic by allowing its connectives to be non-truth-functional.

The course has two principal aims. The first is to give you the technical competence to work with, and prove things about, a number of logical systems which have come to play a central role across philosophy. These include non-classical propositional logics, such as three-valued and intuitionistic systems, and extensions of classical logic, such as propositional and predicate modal logic, as well as systems for counterfactual conditionals and 'two-dimensional' logic. The second principal aim is for you to come to appreciate the diverse philosophical applications of these systems. The logic studied in this paper has important connections to the metaphysics of time and existence, a priori knowledge, obligation, vagueness, and conditionals, amongst many other issues, and is often presupposed in the contemporary literature on these topics. Competence with the logic in this paper unlocks a wide range of fascinating work across philosophy.

Like Prelims logic, the paper is mostly examined through problems not essays. The exam will require you to apply logic and prove things about it, as well as to critically discuss its philosophical applications. Consequently, the course calls for some technical ability but is considerably less mathematically demanding than the Logic and Set Theory paper (B1), studied in mathematics.

It is **strongly** recommended that students interested in taking this paper should study the Prelims paper 'Introduction to Logic' first. Students who do not already have a solid grounding in introductory logic may find the Philosophical Logic paper particularly challenging.

128. Practical Ethics

This subject will better enable you to reason independently, critically, and rigorously about practical moral issues such as war, the treatment of animals, obligations to future generations, punishment, abortion, euthanasia, charitable giving, commodification of bodies

and bodily organs, disability, racial and gender equality, and so on. You will be encouraged to consider the ways in which views about these issues can depend on questions in other areas of philosophy. Relevant questions in normative ethics include whether there is a moral asymmetry between doing harm and allowing harm to occur, whether an agent's intention is relevant to the permissibility of her action, and whether, and if so in what ways, the badness of death is relevant to the wrongness of killing. Relevant issues in metaphysics include when we begin to exist and how the misfortune of death might vary at different ages. Some issues in practical ethics depend on the analysis of concepts, such as species, race, and sex or gender, that are elucidated in the philosophy of biology. You will also be encouraged to find links among the practical issues themselves – for example, the way that war, self-defence, and punishment raise related questions about responsibility, desert, and liability, while other issues are connected through their raising similar questions about moral status, the limits of obligation, and the morality of causing individuals to exist.

129. The Philosophy of Wittgenstein

Description: The purpose of this subject is to enable you to study some of the key ideas of one of the best-known and most influential philosophers of the 20th Century: Ludwig Wittgenstein. The paper revises the previously-available options on Wittgenstein, replacing the earlier papers 117 and 118.

The paper is divided into two parts. Part A, which is optional, deals with the *Tractatus Logico-Philosophicus*. Part B, which is compulsory for all students taking the paper, deals with Wittgenstein's Later Philosophy. In the examination, candidates must answer at least one question from part B. They may answer one or two questions from part A, but are not required to do so.

Part A. The *Tractatus Logico-Philosophicus* is the only major work of Wittgenstein's that was published during his lifetime. It deals primarily with logic and the philosophy of language and responds to, and is deeply informed by, the work of Gottlob Frege and Bertrand Russell. Wittgenstein argues that representation is fundamentally pictorial; a proposition is a picture of the state of affairs it represents. And he claims that the propositions of logic do not describe a world of logical objects and states of affairs; rather, they are tautologies. The *Tractatus* deals more briefly with a number of other topics, including solipsism, the nature of ethics, and the meaning of life. Like his later work, the *Tractatus* is composed in a distinctive and memorable style, and is informed by a distinctive conception of the nature and role of philosophy.

Part B. The works principally covered in this section are *Philosophical Investigations*, *The Blue and Brown Books*, and *On Certainty*. Wittgenstein covers a great range of issues, focusing largely on philosophy of language, philosophy of mind, and epistemology. In philosophy of language, key topics include meaning and understanding, the relation between language and non-linguistic activities, and the nature of rules and rule-following. In the philosophy of mind, Wittgenstein is especially famous for his discussion of the idea of a private sensation language: a language whose words would refer to a person's 'immediate private sensations', and which only that person could understand. Other topics include the

nature of the self, introspection, and the intentionality or representational character of mental states. In his writings on epistemology, Wittgenstein responds to philosophical discussions of scepticism. He argues that our most fundamental beliefs are founded in action rather than on intellectual justifications. And he explores the distinctive role in a system of belief, or 'world-picture', of those 'framework' or 'hinge' propositions that are taken for granted in all our beliefs but for which we typically cannot provide any non-question-begging justification.

Available in: all schools as an option.

Lectures: lectures on the later work (the compulsory element of the paper) will be offered every year, and the Faculty will offer lectures on the Tractatus in years when it is possible to do so.

131/137. Plato on Knowledge, Language and Reality in the Theaetetus and Sophist (in Greek/in translation)

The Theaetetus is a searching analysis of the nature of knowledge - 'rich, inventive, and profound', as Bernard Williams says. Socrates and Theaetetus discuss the idea that knowledge might be no more than perception; Socrates argues that this would require a radical relativism of the sort developed by the sophist Protagoras, and a view of the world as constituted by fleeting perceptions rather than by enduring physical objects. They go on to discuss and reject the idea that knowledge is true judgment, turn aside from this to discuss how certain sorts of false judgment might be possible, and finally examine what sort of theory might underpin the claim that knowledge is true judgment together with a 'logos'. Plato's treatment of these questions laid much of the foundation of subsequent philosophical enquiry into knowledge. As well as being packed with philosophical argument of great subtlety, the Theaetetus is also a literary masterpiece, thought by many to be Plato's finest dialogue.

The Sophist's enquiry is a much more abstract but no less challenging one. Ostensibly a search for the definition of a sophist, its philosophical focus is the discussion of a group of problems - including those of falsehood (encountered also in Theaetetus) - arising from the notion of not-being, or what is not. The philosopher Parmenides had argued that we cannot think at all about what is not - perhaps on the basis that it is not there to be grasped or thought about - and that, since any change would involve the coming to be of something from what is not, there cannot in fact be any change: reality is a single unchanging thing. Clearly Parmenides must be wrong: Plato attempts to show precisely why, and in the process significantly modifies (some think he actually rejects) his own Theory of Forms.

The examination includes a compulsory question with passages for translation and critical comment, as well as essay questions. You will be expected to have read both dialogues in Greek.

Text: Duke et al. (OCT).

Translations: Theaetetus: McDowell (Clarendon Plato Series; also contains an excellent commentary), Levett revised Burnyeat (Hackett); Sophist: White (Hackett).

Bernard Williams, introduction to the Levett/Burnyeat translation of the Theaetetus (there are two editions of this translation: one with a short introduction by Williams, and one with a lengthy introduction by Burnyeat which you would wish to read while studying the text in detail).

133/138. Aristotle on Nature, Life and Mind (in Greek/in translation)

Aristotle is not concerned in this work to do physics in the modern sense, but to examine a number of important philosophical issues relating to the study of the natural world in general. These include the concept of nature itself; the types of explanation required in natural science (including the issue of the legitimacy of teleological explanation in biology); chance; the nature of change; time; infinity; a critique of the various atomistic theories; and an extended argument designed to show that the changes in the natural world must depend in some way on an unchanging first principle. The Physics is an excellent introduction to Aristotle's philosophy in general; his distinctive approach to philosophical method is evident throughout, and central Aristotelian concepts such as substance, form, matter, and cause play a central role.

The examination includes a compulsory question with passages for translation and critical comment, as well as essay questions. You will be expected to have read books I-IV and VIII in Greek and the rest in translation. There will be a compulsory question containing passages for translation and comment from the books read in Greek; any passages for comments from the remaining books will be accompanied by a translation.

Text: Ross (OCT),

Translation in J. Barnes, ed., The Complete Works of Aristotle: The Revised Oxford Translation (Princeton), vol. 1.

134/136/139. Knowledge and Scepticism in Hellenistic Philosophy (in Greek/in Latin/in translation)

In Outlines of Pyrrhonism Sextus enthusiastically expounds and argues for a thorough-going scepticism. He thinks that we should suspend judgment about absolutely everything – in other words, on having weighed up whether P, we should neither believe that P nor believe that not P (whatever P may be). Most modern sceptics, with their denial of the impossibility of knowledge in this or that domain, look pale by comparison. Book I of the Outlines explains the nature of Sextus' scepticism, including a discussion: many of Sextus's arguments are taken over from earlier sceptical philosophers, in a tradition going back to Pyrrho of Elis (c. 360- c. 270 B.C.). Scepticism was a major force in Hellenistic philosophy, in particular in the Academy from the 3rd century B.C. It took various forms, some more sceptical than others. One of the more extreme (he would have said: more consistent) sceptics was Aenesidemus (1st century B.C.), one of Sextus's principal sources. Sextus also preserves a great deal of how the Sceptic can actually lead a life given this widespread suspension of judgment, and a discussion of the tools by which the sceptic can come to suspension to judgment (the

'Modes of Scepticism'). Books II and III contain his sceptical attacks on all areas of information about the non-sceptical, 'Dogmatic' philosophies of the period, Stoicism and Epicureanism in particular. The diffusion of Sextus' text in the sixteenth century was crucial in the revolution in philosophy that produced Descartes' Meditations, and that set much of the agenda for modern philosophy. The examination includes a compulsory question with passages for translation and critical comment, as well as essay questions. You will be expected to have read the work in Greek.

Text: Bury (Loeb).

Translation: Julia Annas and Jonathan Barnes in Sextus Empiricus, Outlines of Scepticism(Cambridge).

Julia Annas and Jonathan Barnes, The Modes of Scepticism (Cambridge), sections 1 and 2.

150. Jurisprudence

This subject is only available in the Final Honour School of PPE. The subject can be taken either as one of the PPE candidate's (three to five) Philosophy papers, or as the one Philosophy subject which Politics/Economics students can elect to take. Candidates offering the Jurisprudence subject will be prohibited from combining it in any way with Theory of Politics (i.e., with either subject 114 or 203). Tutorial provision will be subject to the availability of Law tutors and will be organised on the normal college basis; tutorials will be given at the same time as they are normally given to Law students (in either Hilary or Trinity terms); and PPE students will normally be included in tutorial groups of 2 or 3 with Law students.

198. Special subjects

Special subjects provide students with an opportunity to study subfields of philosophy that are not represented or not studied in depth in papers on the Faculty's list of permanent papers. They are drawn up and taught by Faculty members with special expertise in the relevant subfields. Special subjects have run in a broad range of subjects. They are available to all students taking undergraduate degrees in Philosophy.

The teaching for special subjects normally takes place in Michaelmas Term of the academic year in which students sit their Finals, but the mode of assessment may not be a traditional 3-hour unseen Finals exam. The Undergraduate Studies Administrator sends a message to all eligible undergraduates in Hilary Term of the preceding academic year, explaining which Special Subjects are being offered and how to register to take them. If there is too little demand, a subject may be withdrawn. If demand outstrips places available, a lottery is run to allocate places.

Students are not permitted to take more than one Special Subject in Philosophy. For the full regulations concerning Special Subjects, please see the examination regulations for [Philosophy in all Honour Schools including Philosophy](#).

199. Thesis

The thesis in Philosophy offers you the opportunity to think through philosophical ideas and arguments in much greater depth and detail you can in a tutorial or exam essay. It allows you to explore philosophical questions that aren't addressed in other papers available to you, though you are not required to restrict yourself to such questions. Writing a thesis also develops your research and writing skills, giving you some experience of and preparation for the kind of long-form philosophical argument-building and writing that is the focus of masters and doctoral work. Like a masters or doctoral thesis, an undergraduate thesis should take the form of a research monograph, with each section or chapter making part of the larger argument of the thesis.

Economics Papers

Introductory Economics (Prelims)

The Introductory Economics course is taken by PPE, E&M and H&E students in the first year of their course. The course covers Microeconomics, Macroeconomics and Probability & Statistics. Elementary Mathematical Methods classes are provided to support students without AS level Mathematics or equivalent.

Microeconomics

Core Microeconomics introduces students to the scope and purpose of current microeconomic analysis, and provides the basic tools needed to help understand many of the subsequent optional courses and shows how those tools can be applied to microeconomic policy issues. Topics covered are risk, expected utility theory; welfare economics and general equilibrium, public goods and externalities; game theory and industrial organisation; information economics; applications of microeconomics.

Macroeconomics

Core Macroeconomics focuses on core theoretical ideas that are relevant for contemporary economic policy making. These will be illustrated with UK and other international experience and include Macroeconomic theories and their policy implications; macroeconomic shocks and fluctuations; unemployment and inflation; exchange rates; interest rates and the current account; intertemporal adjustment, growth theory; monetary and fiscal policy.

Quantitative Economics

Statistical and causal inference. Multivariate regression analysis. Testing and interpretation of regression results. Instrumental variables. Randomised control trials. Forecasting. Unit roots. Cointegration.

History of the World Economy

Economic development of the major regions of the world: Europe, Asia, the Americas, Africa, Oceania. The proximate sources of growth: population and human capital, physical capital and technology. The underlying sources of growth: first and second nature geography, institutions and the state. The consequences of growth: living standards, inequality and consumption. International transactions: real trade and factor flows, finance. Warfare and empire. Economic development of the major regions of the world: Europe, Asia, the Americas, Africa, Oceania. The proximate sources of growth: population and human capital, physical capital and technology. The underlying sources of growth: first and second nature geography, institutions and the state. The consequences of growth: living standards, inequality and consumption. International transactions: real trade and factor flows, finance. Warfare and empire.

Behavioural and Experimental Economics

Please note that this course can only be taken in your third year.

PREREQUISITES: In order to study this paper in the third year you must have studied Microeconomics in the second year, and must register for the exam for Microeconomics in your third year.

Contrary to what most of economics assumes, not all people are rational and selfish. In this option, we will cover empirical and theoretical findings of behavioural economics that try to shed light on how people really are. We will also discuss how to conduct laboratory and field experiments and how to analyse experimental data.

Econometrics

Please note that this course can only be taken in your third year

PREREQUISITES: In order to study this paper in the third year you must have studied Quantitative Economics in your second year, and must register for the exam for Quantitative Economics in your third year.

This course intends to expose you to the statistical techniques that economists use for estimating, testing, and forecasting economic relationships. The emphasis is on understanding the techniques involved

Economics of Developing Countries

Please note that this course can only be taken in your third year.

PREREQUISITES: In order to study this paper in the third year you must have studied Microeconomics and Quantitative Economics in the second year, and must register for the exam for both Microeconomics and Quantitative Economics in your third year.

The objective of this undergraduate course is to introduce students to key areas of development economics, the analysis of conditions in developing countries, and to explore some of the major economic policy issues relating to developing countries.

Economics of Industry

Please note that this course can only be taken in your third year

PREREQUISITES: In order to study this paper in the third year you must have studied Microeconomics and Quantitative Economics in the second year, and must register for the exam for both Microeconomics and Quantitative Economics in your third year.

The economics of industry is concerned with the behaviour of firms. This course covers both theory and applications. The objectives of this course are to provide an understanding of:

1. the theoretical foundations of firm decisions regarding pricing, product differentiation, advertising, entry, mergers and takeovers, innovation, vertical integration, and organization
2. the welfare implications of firm behaviour
3. strategic firm behaviour, its effects on other firms
4. inappropriate firm behaviour and the design of public policy responses
5. methods of determining and analysing firm behaviour through the use of data

Environmental Economics and Climate Change

Please note that this course can only be taken in your third year.

Prerequisites: In order to study this paper in the third year you must have studied Microeconomics in the second year, and must register for the exam for Microeconomics in your third year. You ARE allowed to take this "special paper" alongside one "special paper" in politics or philosophy.

Environmental considerations are increasingly seen as important in our understanding of economics and welfare. This course will cover many aspects of environmental economics, but focus in particular on climate change, described by Prof. Nicolas Stern as "the greatest market failure ever seen".

Finance

PREREQUISITES: In order to study this paper in the third year you must have studied Microeconomics in the second year.

Investment appraisal under conditions of certainty/uncertainty. Portfolio theory and capital asset pricing model. Sources of finance, debt capacity, dividends, and cost of capital. Financial market efficiency. Emerging issues in finance. Takeovers and mergers.

Game Theory

Please note that this course can only be taken in your third year

PREREQUISITES: In order to study this paper in the third year you must have studied Microeconomics in the second year, and must register for the exam for Microeconomics in your third year.

Strategic-form games and extensive-form games. Solution concepts. Games with incomplete information. Applications and topics which may (but not necessarily) include bargaining, auctions, global games, evolutionary games, learning, games in political science. The paper will be set in two parts. Candidates will be required to show knowledge on both parts of the paper.

International Economics

Please note that this course can only be taken in your third year

PREREQUISITES: In order to study this paper in the third year you must have studied Microeconomics and Macroeconomics in the second year, and must register for the exam for both Microeconomics and Macroeconomics in your third year.

The rubric for the course is Theories of international trade and factor movements, positive and normative, and their application to economic policy and current problems. Theory and practice of economic integration. Current problems of the international trading system. Methods of balance of payments adjustment and financing; policies for attaining internal and external balance. The behaviour of floating exchange rates: theory and evidence. Optimum currency areas and exchange rate regimes. International policy coordination and the international monetary system.

Labour Economics and Inequality

PREREQUISITES: In order to study this paper in the third year you must have studied Quantitative Economics in the second year.

Fields of research can define themselves by their questions, theories, or methods. All three matter for labour economics. Modern labour economics has considerably expanded the set of questions it considers, while settling on a core of commonly accepted methods, focused on causal identification using observational data. Correspondingly, we will begin with the microeconomic foundations of the supply and demand for labour and examine the resulting labour market equilibrium. This then allows us to consider the impact of public policies such as taxes and the minimum wage on labour market outcomes. Finally, we will zoom in on one of the core questions of labour economics, wage inequality and the determination of earnings. We will discuss the trends in wage inequalities over the past decades, as well as methodological issues in estimating inequality. Throughout the course, we will survey the standard approaches to causal identification, including randomized experiments, instrumental variables, matching on observables, difference in differences, and regression discontinuity. We will discuss recent empirical applications which use these methods, covering a wide range of questions.

Microeconomic Analysis

Please note that this course can only be taken in your third year.

PREREQUISITES: In order to study this paper in the third year you must have studied Microeconomics in the second year and must register for the exam for Microeconomics in your third year.

The course will introduce and develop some key elements of microeconomic analysis along with their mathematical foundations. Those topics may (but will not necessarily) include: Linear Algebra, Multivariate Calculus, Constrained Optimisation, General Equilibrium (with

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certainty), Choice under Uncertainty, General Equilibrium (with uncertainty) & Asset pricing, Principal-Agent problems and Search. A descriptive list of the topics will be published here, on the Economics website, by the beginning of the year in which the course is taught and examined.

Money and Banking

Please note that this course can only be taken in your third year.

PREREQUISITES: In order to study this paper in your third year you must have studied Macroeconomics in the second year and must register for the exam for Macroeconomics in your third year.

The course builds on material taught in the Prelims course and the Finals course for Macroeconomics and assumes familiarity with topics such as expected profit maximisation by firms, the IS-PC-MR model of aggregate fluctuations, money demand and money supply.

The role of money in general equilibrium models. Aggregate models of price and output fluctuations. The role of banks and other financial intermediaries. Models of monetary policy. Inflation targeting and other policy regimes. Money and public finance. The transmission of monetary policy to asset prices and exchange rates.

Public Economics

Please note that this course can only be taken in your third year.

PREREQUISITES: In order to study this paper in the third year you must have studied Microeconomics in the second year, and must register for the exam for Microeconomics in your third year.

Public Economics is a wide-ranging discipline, being concerned with most aspects of economic policy. This course covers both principles and applications. The objectives are to provide an understanding of:

- the welfare theoretic foundations of policy analysis, and the constraints on government action;
- the considerations that are involved in the design of specific taxes, and the implications for the relation between aggregate revenue and spending;
- the rationale for the major categories of public spending;

and to encourage:

- a critical appreciation of the strengths, weaknesses and consequences of the types of taxation and expenditure system which arise in practice, mainly but not exclusively in relation to the UK.

Thesis

Both for PPE and E&M, candidates may offer a thesis instead of one of their optional papers in finals. The subject of an economics thesis may be in any field within economics. It may, but need not, overlap with the subject of one of the candidate's optional papers. The thesis word limit for PPE and E&M candidates is 15,000 words.

For History and Economics candidates a thesis is compulsory, and will normally, but not necessarily, be in economic history (rather than history or economics). The word limit for a history thesis or an economics history thesis is 12,000 words.