Compared to other majors, philosophy majors rank at the very top on graduate admissions tests for law school, business school, and others. Their median mid-career salary is above $80,000 nationally. IU Philosophy graduates have flourishing careers in government, public policy, education, media, medicine, law, business, & more.

Philosophy raises questions about the most familiar things in our lives. A critical examination of our deepest beliefs, it emphasizes questioning assumptions, arguing logically, and thinking things through as completely as possible. Philosophers ask:

- **What should we do? How should we live?** (ethics, social and political philosophy)
- **What kind of world do we live in? What kinds of things are we?** (metaphysics, philosophy of mind)
- **How do we know these and other things? How can we reason better?** (epistemology, logic)

Philosophy teaches skills that are central in virtually any career. Philosophy students learn to: ask intelligent questions, define issues precisely, construct and criticize arguments, expose hidden assumptions, think creatively and independently, see problems from multiple perspectives, and write and speak with precision, coherence, and clarity.

Philosophical training provides the flexibility and perspective needed in a rapidly changing world.

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**PHIL- P105 Critical Thinking – Andrew Smith**

The aim of this course is to explore common biases and mistakes in reasoning and to give you general tips and methods to help you reason better. We will address questions such as: what biases can prevent us from reasoning well and accurately assessing evidence? What is an argument, and how can we strengthen our arguments? What is evidence, and how should evidence increase or decrease our confidence in hypotheses? How can we improve the accuracy of our generalizations? What conditions allow us to infer that one event causes another? When the evidence we possess does not clearly favor one theory over another, how can we decide between them? To address these questions, I will help students master rules and mechanical methods for answering these questions. Mastering these mechanical methods improves memory, concentration, and problem-solving skills.

**Gen Ed Arts and Humanities, COLL (CASE) Arts & Humanities Breadth of Inquiry.**

**PHIL- P106 Introduction to Problems of Philosophy: Knowledge, Truth, and Morality – Gary Ebbs**

Can we ever know anything about what the world is like or about how we should live? If not, why not? If so, how can we attain this knowledge? This course explores and critically examines a wide range of philosophical answers to these questions. The central goals of the course are to help students learn how to think critically about what we can know and how we should live and to convey to students a basic knowledge of some key figures in the history of Western philosophy. The assignments are designed to develop students’ critical analytical skills, including the skills of reading a difficult text, identifying an author’s argument for a philosophical position, evaluating an argument, and writing clear analytical essays that report the results of one’s thinking. Readings include texts by influential philosophers who lived long ago, including Plato, René Descartes, John Locke, David Hume, Immanuel Kant, and John Stuart Mill, as well as articles and book chapters by contemporary philosophers, including Janet Broughton, Rachana Kamtekar, Christine Korsgaard, Michelle Moody-Adams, Adam Morton, Tommie Shelby, and Rachel Singpurwalla.

**Gen Ed Arts and Humanities, COLL (CASE) Arts & Humanities Breadth of Inquiry.**
This class is an introduction to key questions, tools, and concepts of philosophy: a discipline centered on fundamental questions about the world and our place in it and practiced by means of clear argument and dialogue. I aim to show how classical and contemporary philosophical works and the tools philosophers use for identifying and evaluating answers to philosophical questions have application in your lives. We will address questions about the nature of justice, morality, and happiness and questions about civil disobedience and reparations for historical injustices such as slavery. We will address questions about the nature of knowledge and science, the value of knowledge and truth, and the place of trust in our politically polarized society. We will also address arguments for and against the existence of God. Students will vote on readings for the last third of the semester that address additional philosophical questions, such as free will and the nature of the mind and self. I aim to improve your ability to recognize and formulate arguments by teaching you techniques for doing so and helping you practice those techniques on weekly assignments and multiple essay assignments.

Gen Ed Arts and Humanities,
COLL (CASE) Arts & Humanities Breadth of Inquiry.

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Gen Ed Arts and Humanities,
COLL (CASE) Arts & Humanities Breadth of Inquiry.

This course introduces students to philosophical questions about the natural environment and our relation to it. We begin with a survey of United States environmental laws with an eye towards identifying philosophically significant concepts underpinning them. We ask, “What is nature?”,”Where, if at all, is nature to be found today?”, and “What, if anything, is valuable about nature?” On this last question, we analyze the concepts of biodiversity and ecosystem stability, investigating whether either is valuable. We then focus on whether there are specific actions and attitudes we should take towards nature, with a focus on issues of environmental racism, responsibilities to future generations, the intersection of animal rights and environmental ethics, bioengineering, the aesthetic appreciation of nature, and the viability of environmental restoration. In addition to the foregoing, this course aims to improve students’ ability to engage critically with complex ideas, interpret others charitably, and express one’s own thoughts clearly.

Gen Ed Arts and Humanities,
COLL (CASE) Arts & Humanities Breadth of Inquiry.

A survey of five nineteenth and twentieth century philosophers who question the meaning of existence, confront the absurdity of the human condition, and challenge the authority of reason over our lives. Many readings will present philosophical ideas through literary forms (novels, aphorisms, prose-poetry, pseudonymous writings). The philosophers surveyed will be: Nietzsche, Dostoevsky, Kierkegaard, Sartre, Beauvoir.

Gen Ed Arts and Humanities,
COLL (CASE) Arts & Humanities Breadth of Inquiry.
We will begin by looking at the thought of four important philosophers from the past concerning the foundations of morality. How does doing the right thing connect to being a good person and living a good life? What is the source of moral value and obligation? What is a human person, and what is the place of human persons in the wider scheme of things? Is there an objective meaning of life that is deeper than the subjective meanings we try to find in our individual lives? We will then consider how different answers to these questions affect how we approach and answer specific moral questions. We will explore the ethics of personal loyalties (family, friends, co-religionists); of killing (animals, abortion, and war); and of using future biological and artificial technologies to enhance human cognitive and physical capacities and perhaps extend lifespan.

Deep disagreement on these questions persists, and yet we cannot avoid confronting them. One aim for this course is to learn tools that will help you to do so thoughtfully and (one hopes) wisely. These include thinking systematically about ethical issues, articulating considerations in favor of one’s positions, responding intelligently and carefully to reasoned arguments for opposing positions, and (most difficult of all) being willing to re-think matters when opposing arguments come to seem decisive.

Consider ordinary, moral disagreements: you and I disagree about whether it’s okay to eat meat, whether Jamie was disrespectful, whether some outcome was just, or about whether the nurse is morally responsible. We don’t merely disagree—we exchange reasons and defend our positions. To that extent, we regularly (perhaps implicitly) invoke and evaluate moral theory. Yet, some are skeptical about this practice: they argue that there are no objective moral truths, that moral theorizing is undermined by science, or that it’s too idealized. This course invites students 1) to critically examine such challenges to moral theorizing, 2) to carefully assess purported theories of rightness, respect, virtue, justice, and responsibility, 3) to build upon and challenge their own moral outlooks with these theories, and 4) to morally evaluate specific practices, including protest, punishment, and eating animals. The course emphasizes the widely applicable skills of constructing, developing, evaluating, and revising arguments.

This introductory-level course will examine an array of ethical issues relevant to business. The topics likely to be covered include: deception, conflicts of interest, workplace issues
PHIL-P250 Introduction to Symbolic Logic – Vera Flocke

A good argument should lead us from true premises to true conclusions. But how can we tell whether the conclusion follows from the premises? The aim of this course is to enhance students’ inferential abilities by developing sensitivity to the logical structure of ordinary language sentences, translating them into formal languages, evaluating arguments rigorously as valid or invalid, and developing facility with formal proofs. These activities will be applied to two symbolic languages of logic: Propositional Calculus and Quantified Predicate Logic. This course has no prerequisites. It covers roughly twice the material covered in P150. It is appropriate for students in the sciences, computer science, premed, math, prelaw, and business who want to improve their logical skills, and students interested in fundamental issues in linguistics, computing, and cognitive science. It is required for the philosophy major.


PHIL-P301 Medieval Philosophy – Rega Wood

P301 highlights significant themes in the development of Medieval Philosophy, with particular focus upon philosophical ethics. The period covered, 350-1350 CE, ranges from the early period of the Christian Roman Empire to the High Middle Ages. We will read six classics of Western philosophy including Boethius’ Consolation of Philosophy, Anselm’s Fall of the Devil, and Peter Abelard’s Ethics. These works explore the puzzles facing a believer seeking to lead a good life and understand herself and her world. Topics covered include theories of the will and human motivation, theories of ethics based on reason and agent intention, and divine omniscience as it impacts human freedom. Special focus will be on the development of the concept of will as a locus of personal identity, freedom, and responsibility. A tradition running from Augustine to Ockham emphasizes the intentions of the agent in assessing culpability. By contrast, Aquinas holds that conformity with right reason determines whether an act is praiseworthy or blameworthy. Our goals will be to understand the views of six great medieval philosophers and to analyze and critically evaluate their arguments, always keeping in mind that their assumptions and starting points are not our own.

Coll (CASE) Arts & Humanities Breadth of Inquiry, COLL (CASE) Global Civilizations & Cultures

PHIL-P310 Topics in Metaphysics – Vera Flocke

This course is an introduction to metaphysics, focusing on spacetime and our place in it. Is spacetime its own substance, or merely a collection of relations? Can things change location out of their own impulse, or only when pushed by something else? Is time passing, or do we merely move through time (as we move through space)? We will discuss these and other questions by studying the views of philosophers from different phases in history, from ancient to contemporary philosophy. The goal is to provide you with a broad knowledge base which will be useful for guiding your further studies. More importantly, you will practice how to do philosophy. We will study and practice the skills needed for clear philosophical thinking and writing in a structured and incremental approach. You will learn how to identify and articulate philosophical questions, how to evaluate arguments for and against a viewpoint, and how to carefully advance your own view through cogent writing.

Coll (CASE) Arts & Humanities Breadth of Inquiry.
In this class, we will study some of the major themes in the philosophical ethics of Aristotle, Hume, Kant and Mill. We will unify our study of their disparate works in ethics by trying to think of how each of these philosophers would complete the sentence “A good person would...” For instance, we might say that a good person would see the world in a particular way, or that she would be motivated by certain considerations and not others, or that she would take some things into account in deciding what to do but not others, and so on.

PHIL (CASE) Arts & Humanities Breadth of Inquiry, College Intensive Writing.

This course focuses on philosophical issues in criminal law, with some attention to other areas of law, as well. The readings include cases, discussions thereof, and articles by philosophers and legal scholars. Although we will learn something about the law, the real goals are to examine various philosophical issues in law, and to become familiar with key underlying principles in criminal law and subject some of them to scrutiny. Among the underlying principles we’ll examine are (a) one should not be convicted of a crime without fair warning; (b) only voluntary acts are punishable; and especially (c) the accused must have a “guilty mind” (the mens rea or culpability requirement). We’ll also be considering what (if anything) justifies the institution of punishment. Later in the term we’ll look at the law of self-defense and its underlying doctrines. Although there is no official prerequisite, students who have taken it as a first philosophy class have urged me to advise students that it would be better to take an introductory philosophy course first.

PHIL (CASE) Arts & Humanities Breadth of Inquiry,

This course aims to position students to think and write critically and carefully about moral issues that arise in medical contexts. Among the central units will be: I. Moral Status and Abortion, II. Harm, Disability, and the Ethics of Creating Persons, III. Physician-Assisted Suicide and Euthanasia, and IV. Information and Autonomy. We will explore such questions as: What gives something moral status? Does the ethics of abortion essentially depend upon whether/when a fetus is a person, or can one advance arguments for/against abortion while setting aside whether a fetus is a person? Can we harm persons by creating them? Is selecting traits for one’s future child permissible? Under which circumstances, if any, should patients be able to request aid in dying from physicians? Are there important moral differences between letting someone die, aiding someone to die, and causing someone to die? What information are patients owed, and why? What makes for informed consent? Throughout, the emphasis will be on disentangling complex networks of problems, locating and alleviating theoretical tensions, informing our own moral outlooks, and on analyzing and evaluating lines of reasoning.

PHIL (CASE) Arts & Humanities Breadth of Inquiry,

This course critically examines the ethical dimensions of management within the public and private sectors. Our main focus is on questions about conflicts of values and accountability as they arise in management contexts. Consider, first, conflicts of values. How—morally—ought concern for integrity, the environment, diversity, safety, privacy and the proper regulation of information and data, and religious freedom inform an organization’s practices? Since these concerns can compete with other organizational goals, how should managers navigate such conflicts of values? Consider, now, accountability. What is it to be accountable for a bad outcome? Who specifically within an organization is accountable for which outcomes and why? Are organizations—rather than some individual(s) within them—ever accountable for bad outcomes? Throughout the course, we will engage with philosophical texts, case studies, and codes of conduct used by actual organizations.

Prerequisite: completion of the English composition requirement.

PHIL (CASE) Arts & Humanities Breadth of Inquiry,

Department approval required. Designed to provide academic credit for an internship within the Philosophy Department or in a professional work setting elsewhere. (The department has an undergraduate internship available.) Credit hours tied to the number of internship hours worked. S/F grading. Does not count toward the major in philosophy. Interested students should contact the Director of Undergraduate Studies at phildus@indiana.edu.

First half of the honors thesis sequence. Training in skills necessary for original philosophical research. Goals are to achieve appropriate mastery over a body of philosophical material relevant to the honors thesis project, and to develop core ideas for a successful honors thesis. Required: Philosophy GPA of 3.5. Interested students should contact the Director of Undergraduate Studies at phildus@indiana.edu.
**Next Steps:** Enjoyed an introductory-level Philosophy course? Consider P201 Ancient Greek Philosophy or P211 Early Modern Philosophy (core historical courses offered once per year), P242 or P246, P250 Symbolic Logic, or any 300-level course.

*For more information contact the Department of Philosophy at: phil@indiana.edu.*

[www.philosophy.indiana.edu](http://www.philosophy.indiana.edu) 😊

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**PHILOSOPHY**

**THINK FOR YOURSELF.**

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Join the Philosophy Circle email list to learn about all the discussions, events and other opportunities we offer.

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