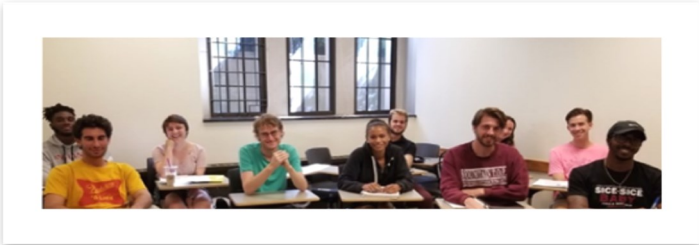




Compared to other majors, philosophy majors rank at the very top on graduate admissions tests for law school, business school, and others. Their median mid-career salary is above \$80,000 nationally. IU Philosophy graduates have flourishing careers in government, public policy, education, media, medicine,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

COURSES FOR GENERAL EDUCATION REQUIREMENTS:
Gen Ed A & H: P103 P106, P107, P141, P145, P150, P200, P240, P242, P270, P300, P310, P320, P332, P360, P370, P 374, P393, P470
Gen Ed GCC: P374
College Intensive Writing: P270, P300, P332

PHIL- P103 Gender, Sexuality, and Race

Explores philosophical issues arising out of questions about gender, sexuality and race as they are experienced and culturally enacted in the United States.

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

PHIL- P106 Intro to Problems in Philosophy: The Good Life — Katy Meadows

What is the key to a good human life? In this course, we'll examine some of the very different answers philosophers have given to this question and explore further questions that come up when we try to answer it. Questions we'll ask include: is pleasure all that matters? Should we fear death? What makes me the same person over time, even as my body and mind undergo significant changes? Is being virtuous enough to make my life good, even in the midst of serious difficulties? How should a virtuous person relate to their emotions? Should we associate the human good with something only humans can achieve (like intellectual contemplation) or might it be something that non-human animals can also experience (like pleasure)? And if we find ourselves with conflicting ideas about what a good human life involves, can we use reason to decide between them?

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

PHIL- P107 Philosophy and the Environment — Matthew Adams

How should human beings relate to the natural world? Do we have moral obligations toward nonhuman animals and other parts of nature? And what do we owe to other human beings with respect to the environment? In the first part of the course, we will examine such questions from the perspective of ethical, economic and political theory. Armed with this theoretical understanding, we will, in the second part, explore topics that arise in a policy context. Such topics will include: factory farming; in vitro meat; and an in-depth survey of climate change and Covid-19. A focal question of the course will be what our current ethical theories suggest regarding the extent and nature of our environmental

obligations; and also what reflection on such obligations suggests about the adequacy of our ethical theories.

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

PHIL- P141 Intro to Ethical Theories & Problems: Moral Theory & its Critics – John Robison

Consider ordinary, moral disagreements: you and I disagree about whether it's okay to eat meat, whether Jamie was disrespectful, whether Quincy is viciously self-centered, whether some outcome was just, or about whether the nurse is morally responsible. In such cases, 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 about which to theorize, that moral theorizing is somehow 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, value, respect, virtue, justice, and responsibility, 3) to build upon and challenge their own moral outlooks by borrowing and repurposing insights from these theories, and 4) to morally evaluate specific practices, including protest, punishment, and the eating of nonhuman animals. Emphasis is given to cultivating the widely applicable skills of constructing, presenting, developing, evaluating, and revising arguments.

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

PHIL- P141 Intro to Ethical Theories and Problems – David Sussman

This class will consider what fundamentally makes an act morally obligatory or morally wrong. Are there moral concerns that don't boil down to helping or hurting others (such as desert, equality, fairness, or dignity)? Am I equally responsible for what I do and what I allow to happen? Is there any kind of act that that it always wrong to do, regardless of context or consequences? Do we have moral obligations to all and only other human beings (do I have obligations to animals? to living things generally? to myself?). We will first look at some philosophical theories that try to give systematic answers to these questions, and then see how far such approaches help us with such difficult issues such as abortion, punishment, animal experimentation, torture, and reparations for past injustices.

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

PHIL- P145 Liberty and Justice: A Philosophical Introduction

Fundamental problems of social and political philosophy: the nature of the state, political obligation, freedom and liberty, equality, justice, rights, social change, revolution, and community. Readings from classical and contemporary sources.

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

PHIL- P150 Elementary Logic

In this course, we will learn symbolic, formal techniques that allow you to assess the deductive validity of a variety of arguments: the method of truth tables and the method of natural deduction, restricted to the region of logic known as propositional logic. These methods will help you assess the deductive validity of many arguments you encounter in your daily life, and thereby help you reason better. Mastering these symbolic, mechanical methods helps to improve memory, concentration, and problem-solving skills. (Not a prerequisite for PHIL-P 250: Symbolic Logic. Not open to students who have taken or are enrolled in PHIL-P 250.)

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

PHIL- P150 Elementary Logic — Sadie McCloud

Logic is the study of good reasoning. This elementary logic course covers basic notions of the theory of reasoning, methods for evaluating inferences, and techniques for symbolizing English sentences and arguments in ways that reveal their logical structure. This course will be helpful to students interested in any field – such as law, medicine, or computing – that requires the careful analysis of arguments and reasoning. (Not a prerequisite for PHIL-P 250: Symbolic Logic. Not open to students who have taken or are enrolled in PHIL-P 250.)

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

PHIL- P200 Problems of Philosophy: Free Will — Tim O'Connor

When “It’s up to you – make up your mind.” Every day, we make choices. Most times, it feels to us as if our choices are ‘free’: nothing outside us nor any hidden drive or compulsion within makes us choose as we do. We chose one way, but we might just as easily have chosen another. And people assume that of one another, too, when they criticize or praise the choices that others make. But what exactly are we supposing when we say that (some of) our choices are ‘free’ – when we say that we have a kind of voluntary control over the choices we make that is sometimes called ‘free will’? We will spend an entire term exploring this question. For, as we will see once we do a

little digging, this simple question leads to a host of issues and puzzles, and what to say about them is not obvious. (Confident prediction: we won't all agree in our responses to them!) And we will think about other interesting matters along the way, such as robots and AI, time travel, and God. This course will be discussion-driven, with a lively textbook serving as the backbone. The book will be supplemented by other readings that I will post on Canvas and likely a thought-provoking film clip or two.

[Gen Ed Arts and Humanities](#),
[COLL \(CASE\) Arts & Humanities Breadth of Inquiry](#).

PHIL-P240 Business & Morality

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 (diversity in the workplace, sexual harassment, free speech, privacy, safety and other labor issues), exploitation (of workers, of patrons), corporate social responsibility (for example concerning the environment), and whistleblowing. Of particular interest are cases where two important values come into conflict, for example, workers' privacy vs. public safety. We will consider questions both abstractly and concretely. For instance, we will ask questions such as: What is it to manipulate people? What is objectionable about doing so? What differentiates objectionable manipulation from permissible attempts to change people's minds or habits? And we will also ask questions such as: When, and what sort, of advertising is objectionably manipulative? What sorts of restrictions on advertising are appropriate? When are high-pressure sales tactics beyond the pale? Lecture/discussion format. No prerequisites.

[Gen Ed Arts and Humanities](#),
[COLL \(CASE\) Arts & Humanities Breadth of Inquiry](#).

PHIL- P242 Applied Ethics

Philosophical investigation and analysis of ethical issues as they arise in a variety of personal, social, and political contexts. Some examples of these include: world hunger, the moral status of animals, friendship, forgiveness, nuclear weapons, social justice, health-care, and life-and-death decisions.

[Gen Ed Arts and Humanities](#),
[COLL \(CASE\) Arts & Humanities Breadth of Inquiry](#).

PHIL- P270 Introductory Topics in Philosophy: Public Philosophy- Katy Abramson

"Public philosophy" is philosophical work, written by philosophers, aimed at non-philosophers. The general idea is to take a topic with which people outside of philosophy are already concerned—say, propaganda—and use the critical skills one learns in philosophy to explore that topic, with an eye to participating in the ongoing public discussion. In this class, students will read public philosophy, work on developing their own skills as

philosophers, develop an understanding of the various aims and methods of public philosophy, have conversations with philosophers who specialize in public philosophy about their work (they will video in to our class after we read some of their work), and by the end of the class, produce a piece of public philosophy themselves!

[Gen Ed Arts and Humanities](#),
[COLL \(CASE\) Arts & Humanities Breadth of Inquiry](#),
[College Intensive Writing](#).

PHIL- P300 Philosophical Methods and Writing – Kirk Ludwig

This course is about how to write good philosophy, and so at the same time it is about how to do philosophy well. It aims at developing skills for doing and writing philosophy well, and especially for developing your own ideas and arguments for them. It is taught through a combination of lectures and tutorials which meet every week. The first ten weeks focus on weekly writing assignments, the last five on developing, in stages, a research paper. The readings focus on the topic of personal identity over time. What makes you the same person as the infant who was once held in your mother's arms moments after your birth? What makes you the same person as someone six decades from now looking back over his or her life? The body is not the same, the mind is very different. Are they the same person at all? If so, why?

[COLL \(CASE\) Arts & Humanities Breadth of Inquiry](#),
[College Intensive Writing](#).

PHIL- P310 Topics in Metaphysics: Puzzles of Existence – Bridger Ehli

Metaphysics is the area of philosophy that asks questions about the fundamental nature of what exists. This course is an introduction to some of the puzzles and problems that have animated both historical and recent work in metaphysics. We will begin with general consideration of the status of metaphysical questions: Are metaphysical debates substantive, or are they mere verbal disputes? We will then turn to considering various approaches to a number of metaphysical problems, focusing on themes such as persistence, composition, modality, and fundamentality.

[COLL \(CASE\) Arts & Humanities Breadth of Inquiry](#).

PHIL- P320 Philosophy of Language – Gary Ebbs

What is language? What are words? What is it for words to have meaning? What is the meaning of a word? What is the relationship between the meaning of a word and the truth or falsity of sentences in which it occurs? What role does meaning play in a proper account of our knowledge of logic and of the possibility of discovering that we were radically mistaken about some topic? These are some of the central questions in the philosophy of language. In this course we will examine some influential answers to these questions,

starting with John Locke's pioneering account of the nature of language and the meanings of words and then turning to classical and contemporary writings in analytic philosophy of language, including writings by Gottlob Frege, Bertrand Russell, W. V. Quine, P. F. Strawson, Paul Grice, Donald Davidson, Saul Kripke, Hilary Putnam, David Kaplan, David Lewis, Elisabeth Camp, and Sally Haslanger. Prerequisites: P250 (Introduction to Symbolic Logic) or the equivalent and at least one 300-level philosophy course.

COLL (CASE) Arts & Humanities Breadth of Inquiry,

PHIL- P332 Feminism and Value – Katy Abramson

Feminism, the old saying goes, is the radical notion that women are people, and should be treated like people. But what exactly does that mean? We'll spend a semester philosophically exploring this question, and its necessary concomitant, namely—what is it to fail to treat women as people, or to treat women as less than full persons or second-class persons? This class will focus on philosophical analyses of feminist questions in the second and third waves of feminism. This period begins roughly with Simone de Beauvoir's *The Second Sex* and extends to the present day. The class will be organized by topic, rather than historically. Our topics will include: the content, meaning and relationship between gender and/or sex; psychoanalytic and psychological analyses of sexism; the complicated relationship among sexism, feminism, and sexuality (including, but not limited to, issues of sexual orientation); and the intersections and interactions amongst sexism, heterosexism, classism and racism.

A substantial portion of the seats in this class are reserved for majors and will be taught as a mid-to-upper-level philosophy course. Beginning December 30, if the course is not full, you are not a major, and you are already on the waiting list, you may request a meeting with the instructor to discuss whether your background and interests make it appropriate to grant an exemption to the reserve for majors.

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

PHIL- P360 Philosophy of Mind – Kirk Ludwig

This course will focus on understanding the relation between the mental, on the one hand, and the world as it is revealed to us in physics, on the other. This is one way of putting the traditional mind-body problem. We will look at both historical texts as a background to the modern debate and at the field of contemporary positions. The main topics covered will be: mind-body dualism, logical behaviorism, the identity theory, functionalism, externalism about thought content, and the problem of consciousness. As the last module, we will apply the earlier work of the semester to the analysis of AI systems based on Large Language Models (LLMs) such as ChatGPT, which will involve group projects on different questions about LLMs.

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P370 Topics in Philosophy: AI, The Mind, and You – Tim O'Connor

The age of AI is upon us. Artificial intelligence is not only becoming embedded in devices that we employ; some envision a future in which it becomes engrafted into our very bodies, augmenting our cognitive capacities beyond normal human limits. Others envision the possibility of a natural 'immortality' in which our individual psychology – our beliefs, desires, goals, wishes, temperaments, etc – be 'read off' our brains via super-powerful scanning devices and uploaded to the Cloud. This, enthusiasts say, would mean that we become liberated from our aging- and disease-prone bodies, perhaps getting re-connected to more durable robotic bodies that we can replace as needed. These and other sci fi scenarios raise questions about the nature of mind and consciousness, and about what it is to be a person and a specifically human person. They also raise a number of ethical issues. We will explore many of these questions in the careful, methodical way that is characteristic of good philosophy. This course will be discussion-driven, with an engaging recent book by a philosopher expert on the topic serving as the backbone. The book will be supplemented by other readings that I will post on Canvas and likely a thought-provoking film clip or two.

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P374 Early Chinese Philosophy – Alexis Mcleod

This course provides an introduction to the early development of Chinese thought, from the oracle bone divination of the Shang Dynasty to the religious, ethical, and political theories of classical Confucianism, Mohism, and Daoism, through the unification of China in 221 BCE. We will concentrate on early debates over human nature and the best practices of self-cultivation, the general nature of the cosmos and the human role in it, and the proper ordering of society. The different positions articulated by these early Chinese figures greatly influenced later Chinese intellectual and social history, including the development of Buddhism, and influenced developments in Japan, Korea, and Vietnam as well. Readings are in English translation.

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

PHIL- P393 Biomedical Ethics – John Robison

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- P470 Special Topics in Philosophy: Aristotle's Ethics – Sadie McCloud

Aristotle's ethical theory is of great philosophical interest, and has had immense influence over the history of moral philosophy. In this course we will focus on the most central text for understanding his theory, the Nicomachean Ethics. This work is concerned with the nature of human flourishing and with the sorts of actions that are conducive to that flourishing. We will think about these themes throughout the course as well as Aristotle's accounts of the nature of praiseworthy and blameworthy actions and character states, the nature of ethical habituation, motivational theory, the nature of choice and agency, friendship, and pleasure.

COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- X490 Readings in Philosophy

This class requires the consent of the instructor, and 9 credit hours in philosophy. Intensive study of selected authors, topics, and problems. May be repeated for a maximum of 9 credit hours.



PHILOSOPHY

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@iu.edu
www.philosophy.indiana.edu*

THINK FOR YOURSELF.



For more information, see our website: philosophy.indiana.edu

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

Send an email to phil-circle-l-subscribe@list.iu.edu to be added.