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.

**GENERAL EDUCATION REQUIREMENTS:**
Gen Ed A & H: P106, P105, P107, P141, P150, P211, P240, P242, P246
College Intensive Writing: P332

**PHIL- P106 Introduction to Problems of Philosophy: Appearance & Reality - Adam Leite**
An introduction to philosophy, focusing upon questions about the possibility and limits of human knowledge. Can we ever know the true nature of reality? If so, how? What is the relation between how things seem to us and how they really are? The class considers these and related questions by studying the writings of several important thinkers in the European philosophical tradition, including Plato, Descartes, Berkeley, and Kant. We will focus upon identifying, analyzing, and evaluating the reasons these philosophers offer for their views. We will also pay attention to how their views are embedded in historical contexts. We will strive to develop an understanding of the nature of philosophical questions and the tools philosophers have used to answer them. You will learn to “think like a philosopher,” identifying and trying to answer philosophical questions yourself through careful rational argumentation. The course aims to develop students’ abilities to reason carefully, write clearly, work with deeply challenging texts, and think about difficult issues from a variety of viewpoints. 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 know anything about the world around us or about how we should live? If not, why not? If so, how? This course samples and scrutinizes a wide range of philosophical answers to these questions. By participating in class discussions and completing a series of writing assignments, students will learn step by step how to think critically about what we can know and how we should live. They will also learn 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 address a philosophical question. Readings include texts by influential philosophers who lived long ago, including Plato, Descartes, Locke, Hume, and Kant, as well as articles and book chapters by contemporary philosophers, including Janet Broughton, Rachana Kamtekar, Christine Korsgaard, Adam Morton, and Rachel Singpurwalla. Gen Ed Arts and Humanities, COLL (CASE) Arts & Humanities Breadth of Inquiry.
PHIL- P105 Critical Thinking – David McCarty

Logic is the study of persuasive reasoning and the principal goal of P105 is to offer students a working knowledge of informal logic at the introductory level. This we separate into three component areas: recognition, analysis, and evaluation of reasoning. In the first, we learn to distinguish reasoning from other forms of communication, among them narratives and causal explanations. Next, in analyzing reasoning, we apply such techniques from logic as argument diagrams to understand the structures of reasoning. Finally, we learn to evaluate reasoning and to improve our own reasoning by employing the important notions of validity and fallacy. Gen Ed Arts and Humanities, COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P107 Philosophy and the Environment

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.

PHIL- P141 Introduction to Ethical Theories and Problems: The Good Life – Tim O’Connor

How does moral action — doing the right thing — connect to being a good person and living a good life? What is the source of moral value and obligation? Is there an objective meaning of life that is deeper than the subjective meanings we see, or try to see, in our individual lives? What is a human person, and what is the place of human persons in the wider scheme of things? In this course, we will begin by considering what four philosophers from the past (Aristotle, Thomas Aquinas, Immanuel Kant, and John Stuart Mill) had to say concerning these foundational questions. We will then read mostly contemporary philosophers who seek to apply one or another classical framework to specific moral questions concerning the ethics of personal loyalties (family, friends, co-religionists); of killing (animals for food, abortion, and war); and of major cognitive enhancement through future biological and artificial technologies. Gen Ed Arts and Humanities, COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL- P150 Elementary Logic – David McCarty

The course provides students with a first introduction to basic techniques in modern logic. The bulk of our attention will be directed toward propositional logic - the logic of statements and their interrelations. The principal techniques students encounter here include analysis of statements via symbolization, evaluation of arguments with truth tables, and the representation of inferences using natural deduction derivations. Our treatment of propositional logic will be followed by a briefer excursion into predicate logic - the logic of quantifiers. There, simple symbolizations and natural deduction derivations also play a leading role. Our primary textbooks will be Howard Pospesel’s two paperback volumes, Propositional Logic and Predicate Logic. These are supplemented with photocopied course notes, also available from the bookstores. No Prerequisites. This course moves more slowly than P250 and covers less material. Gen Ed Arts and Humanities, COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL-P211 Early Modern Philosophy: Descartes through Kant – Kate Abramson

If there’s one phrase that could capture the early modern period in philosophy, it would be: “and then, everything changed.” From conceptions of the mind, to moral and political philosophy, to theories of knowledge-- all that had been taken for granted was called into question. You might have heard of some of the philosophers involved in these debates: e.g. Rene Descartes, Thomas Hobbes, David Hume. Others you probably haven’t heard of: e.g. Margaret Cavendish, Elizabeth of Bohemia, Mary Astell, Francis Bacon. Still others you may have heard of, but not realized that they
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 (illustrated in the case of the suicidal Germanwings pilot). 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 – Paul Shephard

Utilizing materials from the Association for Practical and Professional Ethics' annual Intercollegiate Ethics Bowl, students in this course will learn to develop and defend moral assessments of a wide range of case studies and topics in business and professional ethics, personal relationships, and social and political affairs. The course will involve a great deal of active debate. (Students in the class will have an opportunity to try out for the 2020 Intercollegiate Ethics Bowl regional competition in November. You don't have to be interested in being on the IUB Ethics Bowl team to take this class, and being in the class doesn't guarantee a spot on the team. Team members will be expected to undertake additional practice sessions beyond the course requirements.) Gen Ed Arts and Humanities, COLL (CASE) Arts & Humanities Breadth of Inquiry.

PHIL-P250 Introductory Symbolic Logic – Vera Flocke

A good argument should lead us from true premises to true conclusions. But how can we tell when the truth of an argument's premises guarantees the truth of its conclusion? 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. Gen Ed Natural & Mathematical Sciences, COLL (CASE) Natural & Mathematical Sciences Breadth of Inquiry.

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 praise- 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. Gen Ed Arts and Humanities, COLL (CASE) Arts & Humanities Breadth of Inquiry, COLL (CASE) Global Civilizations & Cultures Breadth of Inquiry.

PHIL-P304 19th Century Philosophy – Sandy Shapshay

The late 18th and 19th centuries in Western philosophy were truly revolutionary times, so much so that the period has been aptly described as the “wild years of philosophy” (Safranski). This course begins with a study of the “Copernican Revolution” in epistemology and metaphysics, ushered in by Immanuel Kant. Next, we will investigate the revolutionary social and political thought of Hegel, Feuerbach and Marx, which inspired in some cases actual attempts at political revolution throughout the 19th and early 20th centuries. Finally, we will study revoluciones in cultural and religious
thought fomented by Schopenhauer, Kierkegaard, and Nietzsche, culminating in the latter’s declaration of the “Death of God.” The reverberations of all of these revolutions in modern philosophy are still being felt today and this course aims to equip students with a rich understanding of the historical-philosophical roots of ongoing debates. **COLL (CASE) Arts & Humanities Breadth of Inquiry.**

**PHIL- P332 Feminism and Value – Kate 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. **COLL (CASE) Arts & Humanities Breadth of Inquiry, College Intensive Writing.**

**PHIL- P340 Classics in Ethics – Marcia Baron**

This is an in-depth examination of some of the great classics in moral philosophy. We will focus on the work of David Hume, Immanuel Kant, and John Stuart Mill, and will also read a bit of Bentham and Aristotle. My plan is to read the parts of Hume’s Treatise on (a) natural vs. artificial virtue and (b) the roles of reason and sentiment in morality and parts of his Enquiry Concerning the Principles of Morals that are on (b); Kant’s Groundwork for a Metaphysics of Morals and some of his Doctrine of Virtue; Mill’s Utilitarianism and some of his The Subjection of Women. We’ll work both at understanding their theories and at evaluating them in light of the strongest objections. **COLL (CASE) Arts & Humanities Breadth of Inquiry.**

**PHIL- P343 Classics in Social and Political Philosophy – Allen Wood**

A survey of selected writings in the history of social and political philosophy from the eighteenth and nineteenth centuries, focusing on social contract theory, political legitimacy, the concept of democratic rule and the relation between political life and economic life in modern society. Readings will be drawn from Rousseau, Fichte, Hegel and Marx. But their social and political thought will be considered in light of early modern social contract theory and its critics. The philosophers we read were all guided by a powerful concern with the meaning of human freedom in the context of modern society. **COLL (CASE) Arts & Humanities Breadth of Inquiry.**

**PHIL- P360 Philosophy of Mind – Kirk Ludwig**

The philosophy of mind concerns the nature of mind and its relation to the natural and social world. Our focus will be on the mind-body problem. We will address first whether the mind may be understood as material or must be understood as involving something over and above the material. There are several aspects of the mind that have been thought to pose a challenge to a purely material conception of the mind—intentionality, intelligence, consciousness, experience, free will. We will consider some of these challenges to materialism. This will involve delving into the nature of intentionality, consciousness, and the like. We will also consider a variety of ways to understand the mind as material—among them, supervenience, functionalism, and the mind-brain identity thesis. There will be some attention to mental representation. The course reading will consist mostly of important articles from recent philosophy of mind. The course does not presuppose any knowledge of philosophy of mind, metaphysics, or epistemology. **COLL (CASE) Arts & Humanities Breadth of Inquiry.**

**PHIL- P370 Topics in Philosophy: Plato and Aristotle on Democracy – Katy Meadows**

Plato is one of the most famous critics of democracy of all time, arguing that it does not ensure that those in power will have the knowledge or virtue required to govern well; the Republic ranks democracy second-worst among systems of rule (above only tyranny). We will aim to understand and evaluate Plato’s criticisms of democracy, as well as the more complex views about the role of democratic elements in government developed in Plato’s Laws and in Aristotle’s Politics. **COLL (CASE) Arts & Humanities Breadth of Inquiry.**

**PHIL- P374 Early Chinese Philosophy – Aaron Stalnaker**

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.**

**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- P401 History of Philosophy: Special Topics: Plato’s Republic – Katy Meadows

Plato’s Republic brings together considerations from metaphysics, epistemology, moral psychology, political philosophy, and more to argue that it is always better for a human being to be just than to be unjust. This course will focus on understanding the text and argument of the Republic, but will also include selections from other works of Plato and from works of Aristotle that criticize the views Plato develops in the Republic.

COLL (CASE) Arts & Humanities Breadth of Inquiry.

HON- H237 Philosophical Perspectives on Punishment – Matthew Adams

What is punishment? Under what conditions (if any) should people be punished, and why? This course introduces some core philosophical topics and skills by examining different dimensions of punishment. We will survey the main philosophical justifications of punishment including retribution and deterrence and, in doing so, learn how they relate to major ethical theories like deontology and utilitarianism. We will also examine theoretical questions that punishment raises about freedom, responsibility, action, and how we can know how much people should be punished. Alongside such questions we will explore issues that arise in a contemporary US context, such as the legal administration of the death penalty and how it relates to the enduring legacy of racial injustice. The course is designed to introduce students to a broad spectrum of philosophical techniques and activities. These range from the careful reconstruction of arguments in classic texts by philosophers like Plato, Kant, and Foucault to the use of philosophical analysis to dissect Supreme Court cases like McCleskey v. Kemp from a variety of perspectives.

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.

PHIL- P498 Honors Thesis Directed Research

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 Professor Adam Leite, Director of Undergraduate Studies, aleite@indiana.edu.

PHIL- X473 Internship in Philosophy

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 Professor Adam Leite, Director of Undergraduate Studies, aleite@indiana.edu.

PHIL- P498 Honors Thesis Directed Research

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 Professor Adam Leite, Director of Undergraduate Studies, aleite@indiana.edu.

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

www.philosophy.indiana.edu 😊

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