



# Philosophy Courses

## Fall 2017

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 to write and speak with precision, coherence, and clarity. Philosophical training provides the flexibility and perspective needed in a rapidly changing world.

### Gen Ed and College requirements:

**Gen Ed A&H: P100, P103, P105, P135, P140, P150, P240**

**Gen Ed Natural & Mathematical: P250**

### Philosophy P100 Introduction to Philosophy:

#### Appearance and Reality-- Adam Leite

This course is 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 will consider 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 the ways in which their views are embedded in historical contexts. We will strive to develop an understanding and appreciation of the nature of philosophical questions and the tools philosophers have used to answer them. And you will learn to “think like a philosopher,” identifying and trying to answer philosophical questions yourself through careful rational argumentation. The course is specifically designed 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.](#)

### Philosophy P100 Introduction to Philosophy: The

#### Mind-World Relation--- Kirk Ludwig

Philosophy studies foundational questions. The answers to these questions form the framework for our thinking about the nature of the world, about our own nature, and about our relations to each other. How ought one live and die? What is the grounding of morality? What is the relation of the mind to the body? What is the relation of the mind to the world in general? How do we know anything about the world around us? Do we have free will or only the illusion of free will? Is there a rational basis for belief in God? This course will introduce students to philosophical thinking and writing through the close study of a number of classical philosophical texts that take up these questions and reflections that arise in trying to answer them. [Gen Ed Arts and Humanities.](#)

### Philosophy P100 Introduction to Philosophy: Human and Divine Nature---F. Schmitt

Does God exist, and what is God’s nature? Are there rational grounds for believing in God? If not, is belief in God permissible? What is the relation between God and morality? Between God and the meaning of life? Each student will be encouraged to develop his or her own answers to these questions. Our second topic will be

human nature. Are human beings material things, immaterial souls, or some combination of the two? Do we have immortal souls? Can machines think, and do animals have souls? Do we have free wills? This introductory course will pay a lot of attention to developing reasons for your beliefs and arguments for philosophical positions. The skills you acquire should help you to think more clearly and rigorously in other areas too. Philosophy is like life: it is a no-holds-barred free-for-all, in which everything is relevant and anything can happen. Three in-class exams and a final paper, about five pages in length. [Gen Ed Arts and Humanities.](#)

### **Philosophy P103 (Honors) Gender, Sexuality, and Race in Philosophical Perspectives---Kate Abramson**

Gender, sexuality, and race are vitally important, yet extremely complicated, aspects of our everyday lives. We tend to assume that these categories mark crucial differences among us. Consider for instance, how common it is to say, “I just met this guy who...” Why should it be that even in such casual contexts, one of the first things we mention about someone is their gender? These categories also almost always mark very deep aspects of our self-conception. Think about what it would be like to wake up tomorrow a different gender, sexual orientation, or race—or all three! We also very often assume that differences across these categories are obstacles to understanding. People say things like “you wouldn’t get it; you’re a guy”. And yet these are also some of the differences across which we most need to understand one another. What lies behind these assumptions? When are they appropriate assumptions to make, and when are they not? Why? To answer those questions, we need to bring the tools of philosophy to understanding these three central dimensions of our 21st century lives. [Gen Ed Arts and Humanities, Themester.](#)

### **Philosophy P105 Thinking and Reasoning: Irrational Reasoning Leah Savion**

Why do smart people have weird beliefs, behave irrationally, and fail systematically in their reasoning? To be better equipped to deal with this question we will study some basic rules of correct reasoning in propositional logic and in syllogism, and the classification and the impact of formal and informal pervasive fallacies. Other topics include the roles of cognitive operations and principles in thinking, metacognitive skills, magical beliefs and their sources, and practical applications of deviations from the logical norms of belief formation, inference, and behavior. Textbook: Savion “The Dark Side of Rationality” ClassPak. [Gen Ed Arts and Humanities.](#)

### **Philosophy P135 Introduction to Existentialism---Allen Wood**

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, and pseudonymous writings). Philosophers surveyed: Nietzsche, Dostoevsky, Kierkegaard, Sartre, and deBeauvoir. [Gen Ed Arts and Humanities.](#)

### **Philosophy P140 Introduction to Ethics: Moral Theory and Contemporary Issues — Stephanie Leary**

In this course, we’ll discuss a variety of theories in moral philosophy regarding what makes actions right or wrong, and when an agent is morally responsible for her actions. We will then bring these theories to bear on specific contemporary moral issues such as wealth inequality, abortion, implicit racial bias, and the war on drugs. We will engage with these issues primarily by reading philosophical texts, but these readings will sometimes be supplemented by podcasts, newspaper articles, or documentaries. The course will be specifically designed to develop students’ abilities to think critically about ethical views and arguments, and to express their own ideas in a clear, well-reasoned way in both writing and conversation. [Gen Ed Arts and Humanities.](#)

### **Philosophy P150 Elementary Logic---Mark Kaplan**

You’ve just met this man who says, “My name is *Bond*, *James Bond*.” You’ve heard of him. In particular, you’ve heard that

- (1) All secret agents with a double-0 rating are dangerous.
- (2) Anyone who is a double agent is either dangerous or devious.
- (3) James Bond is both dangerous and devious.

What you’re wondering is whether it follows from (1)-(3) that:

- (4) Either James Bond has a double-0 rating or he is a double agent.

How should you decide? (4) follows from (1) - (3) if and only if there is no possible circumstance in which (1), (2) and (3) are true and (4) is false. So one way to decide is to use your imagination to tell whether any such circumstance is possible. But we’re going to learn a better way that will enable us to calculate what follows from a given set of propositions. In so doing, we will open a window to some of the crucial insights that make computers possible. [Gen Ed Arts and Humanities.](#)

### **Philosophy P150 Symbolic Logic for the Novice--- Leah Savion**

This elementary logic course covers: (1) Basic notions of the theory of reasoning, such as correctness of inference, deductive and inductive evaluations of arguments, soundness, conditionals, incompatibility, contradiction, and truth-functionality; (2) Symbolization of English sentences and arguments; (3) Methods for discerning correct inferences (truth-tables and natural deduction). The primary subject of the course is the formal language of Propositional Calculus and a short introduction of Predicate Logic. Course objectives include installing critical and analytical reasoning, enhancing the abilities to detect logical structures in ordinary language and provide rigorous proofs of validity, and developing the application of metacognitive skills to cognitive operations. Assignments will include weekly quizzes, homework, two midterms and a final exam. [Gen Ed Arts and Humanities.](#)

### **Philosophy P150 Elementary Logic--- David C. 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. Primary textbooks: Howard Pospesel, *Propositional Logic* and *Predicate Logic*. Three-in-class examinations, one final examination, regular homework assignments, quizzes and worksheets. [Gen Ed Arts and Humanities.](#)

### **Philosophy P240 Business and 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.](#)

### **Philosophy P250 Symbolic Logic: Truths of Conclusions--- Joan Weiner**

A good argument should lead us from true premises to true conclusions. An argument is *deductively valid* just in case the truth of its premises guarantees the truth of its conclusion. But how can we tell when we have exhaustively surveyed all ways in which the premises might be true? It may seem that we can never be quite sure – there are too many possibilities to check. The task of this logic course is to develop a general technique for evaluating deductive arguments. The first step involves the use of a formal language for expressing the underlying logical structure of a broad range of English sentences. The next step is to introduce a variety of techniques for evaluating formal arguments, including truth tables and deductions. Once an English argument is translated into the formal language, formal techniques can be to solve the apparently informal problem with which we began, i.e., the problem of finding out whether it is possible for the conclusion of the argument to be false while all its premises are true. [Gen Ed Natural and Mathematical Sciences.](#)

### **Philosophy P304 19<sup>th</sup> Century Philosophy--- Allen Wood**

A survey of five nineteenth century philosophers. Topics will include the foundations of systematic philosophy, the basis of ethics, society and historical change. Philosophers surveyed Fichte, Hegel, Schopenhauer, Mill and Marx.

### **Philosophy P312 Topics in the Theory of Knowledge--- Mark Kaplan**

"Aristotle said it is so; therefore it must be so." To a significant portion of established academia in early seventeenth century Europe, this was a decisive form of argument. But Rene Descartes held that this argument consists is nothing more than a blind appeal to authority. He maintained that it could not establish the truth of any claim; it could not justify our believing any claim; it could not secure us knowledge of any claim. He undertook to provide us with the wherewithal to determine what is true, what we ought to believe, what we know. In so doing he profoundly influenced the way we have thought about these matters ever since. Beginning with an assessment of Descartes' efforts, this course will explore what it takes to have reasonable beliefs, and what it takes to have knowledge.

### **Philosophy P345 Political Philosophy--- Marcia Baron**

What is a just society? We'll discuss this by looking first at the topic of economic justice. Readings will be (in descending order of importance for our course) from Rawls, Nozick, and G.E. Cohen. We'll also read and discuss Martha Nussbaum's capabilities approach, which builds on Rawls (and draws also from Aristotle, J.S. Mill, Marx, and Amartya Sen) and focuses not only on justice but on individual flourishing. Nussbaum's work also addresses tensions between giving cultural (and religious) differences their due and recognizing basic human rights. These tensions will be another focus in our course. Other topics to be examined are nationalism and cosmopolitanism, and (so-called) political correctness. Course requirements: two papers, one exam, and some quizzes and short homework assignments, as well as regular attendance. *Prerequisite: one philosophy course.*

### **Philosophy P350 Logic of Sets--- David C. McCarty**

The first goal of this advanced undergraduate course is to acquaint students with the basic ideas of mathematical (not logical) proofs, including mathematical induction. The second goal is to employ mathematical proofs to explore axiomatic set theory, with special emphasis on set operations, natural numbers, ordinal numbers, cardinal numbers, transfinite induction, and the Axiom of Choice. Written in-class midterm examination, written final examination, weekly assignments, and frequent in-class quizzes. *Before attempting P350, students should have completed P251 or a comparable advanced course in mathematics with a good result.*

### **Philosophy P360 Philosophy of Mind--- F. Schmitt**

The philosophy of mind concerns the nature of mind and its relation to the natural and social world. We will begin with the question what it is to have a mind and the related question of what it is for a state to be a mental state. We will then turn to some questions in the metaphysics of mind. Chief among these is 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—supervenience, functionalism, and the mind-body 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.

### **Philosophy P470 Special Topics in Philosophy: Love-- -Adam Leite**

What is love? How are the various kinds of love (friendship, romantic love, parental love, self-love, love for neighbor, etc.) related to each other? What is the relation between love and valuing? What is the relation between love and such things as passion and affection? Are there good reasons for loving some people as friends or romantic partners rather than other people? Or is friendship and romantic love instead something that cannot be evaluated or justified in terms of reasons? How should we think about the relation between love and morality? After studying some classic texts by Plato and Aristotle, we will consider these and related questions by focusing on contemporary philosophical work (from the last twenty years or so) by - among others - Rachana Kamtekar, Jennifer Whiting, Harry Frankfurt, David Velleman, Martha Nussbaum, Niko Kolodny, Kate Abramson and Adam Leite. We will also seek help from a few works of fiction and a movie or two. The course will be conducted largely as a seminar. Midterm paper and a final term paper. *Prerequisite: 6 credit hours in philosophy.*

### **Philosophy X-473 Internship in Philosophy**

Designed to provide academic credit for paper or other project done for academic supervisor of the intern in a given semester. Internships may be within the Philosophy Department or in a professional work setting elsewhere. Credit hours tied to the number of internship hours worked. S/F grading. Does not count toward the major in philosophy. Credit given for only one of X473 or P497.

*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), P250 Symbolic Logic, P300 Philosophical Writing and Methods (spring), or any 300-level course. ☺

### **Exploring Philosophy**

Research more information on our website:

<http://www.indiana.edu/~phil/>

Join the Philosophy Circle email list to learn about all the discussions, events and fun opportunities we offer. Send an email to: [phil-circle-1@list.indiana.edu](mailto:phil-circle-1@list.indiana.edu) or click on "[Join UG Events List](#)" on our webpage.

Have all the information you want? Ready to plunge into Philosophy? Speak to our academic advisor today to start your major or minor:

Michael Beck, 812-856-7036 [micibeck@indiana.edu](mailto:micibeck@indiana.edu)