Philosophy Courses Spring 2019

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.
arguments in support of your own views on a variety of related problems. Gen Ed Arts and Humanities

**PHIL- P105 Critical Thinking – David McCarty**

Logic is the study of persuasive reasoning and the principal goal of our 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

**PHIL- P140 Introduction to Ethics – Jim Hutchinson**

This class is centered on three things that are often thought to be among the best things in life: pleasure, love, and truth. We will consider whether these things really are as good as they are thought to be, and if so, what makes them so good. We will use what we learn in order to try to answer a broader question: whether life can have “meaning” or not, and if so, what (if anything) the meaning of life has to do with good things like pleasure, love, and truth. Readings will include Nietzsche, Thomas Nagel, Susan Wolf, John Stuart Mill, Walter Pater, Neera Badhwar, Plato, Iris Murdoch, and whoever wrote the Bible. Gen Ed Arts and Humanities

**PHIL- P140 Introduction to Ethics: Biomedical Ethics – Sandy Shapshay**

An introduction to major ethical theories of the Western tradition including virtue ethics, Utilitarianism, and Kantian “duty-based” ethics. The special focus will be on biomedicine. We will engage in ethical reflection on medical research with human subjects, the patient/medical professional relationship, end-of-life care, death with dignity laws, and contemporary reproductive technologies. Students will learn to understand, analyze, and rationally evaluate moral claims and arguments, and to construct reasonable moral positions and defend them in writing. Assignments will include homework, quizzes, a short paper and two exams. The skill set honed in this class is vital for leading an examined public and private life; it should serve you well far beyond the walls of this classroom. Gen Ed Arts and Humanities

**PHIL- P140 Introduction to Ethics – Krasi Filcheva**

To reflect on what it means to lead a good life we must consider several fundamental ethical questions. First, what makes actions right or wrong? We will explore how several major ethical theories answer this question and consider their implications regarding the ethical treatment of non-human animals. Next, what makes a life good? Are there certain things that are good to have in life no matter what one’s personal circumstances are? Third, what is moral wisdom? How is right action and knowledge of the good and valuable manifested in the life of a wise person? What makes some people moral exemplars or moral ideals? Time permitting, we will also consider how the recognition of evil should shape our ethical orientation to life and our character. Finally, how should we strive to make ourselves better persons? Are there right and wrong ways to seek moral improvement? For instance, would brain manipulation and neuroenhancement be a good thing? The aim of the course is to develop the skills of critical reflection and evaluation of moral arguments with a view to improving your reasoning about issues especially relevant to the conduct of life. Gen Ed Arts and Humanities

**PHIL- P145 Liberty and Justice – Dan Buckley**

An introduction to some of the central questions in political philosophy: What distinguishes a legitimate form of government from an illegitimate form? Why have a government at all? To what extent can a government constrain the freedom of its citizens? What would a just society look like? We will consider these questions by examining key texts in the history of political thought. Our authors will include central figures in the Western philosophical tradition such as: Plato, Aristotle, Hobbes, Locke, Rousseau, Mill, and Rawls. Emphasis will be placed on the development of critical thinking as a skill. Possession of this skill involves the ability to analyze and understand dense philosophical argumentation, as well as the ability to articulate and defend one’s own position regarding philosophical questions. Assignments will thus be designed to help the student development and refine these abilities. Gen Ed Arts and Humanities

**PHIL- P150 Elementary Logic – Autumn Averitt**

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. Gen Ed Arts and Humanities

**PHIL- P201 Ancient Greek Philosophy**

The course is intended to provide a student with a detailed, critical survey of the major figures, doctrines, and arguments characteristic of ancient philosophy in the Western tradition. Special emphasis will be placed on the writings of the classical Greek philosophers Plato and Aristotle, but the course will extend to include the views of some pre-Socratic philosophers and post-Aristotelian philosophical movements such as the Pyrrhonians and Academic Skeptics, the Stoics, and the Epicureans, including such figures as the Roman philosophers Cicero and Seneca. Grades will be based on class participation plus student performance on quizzes, writing assignments, and examinations. Recommended: completion of at least three credit hours in philosophy. Gen Ed Arts and Humanities, Gen Ed World Cultures
PHIL- P240 Business and Morality – Levi Tenen

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), whistleblowing, and ethical issues in personal finance. We will consider questions both abstractly and concretely. For instance, we will ask questions such as: What is it to manipulate people? What differentiates objectionable manipulation from permissible attempts to change people’s minds or habits? What sorts of restrictions on advertising are appropriate? When are high-pressure sales tactics beyond the pale? What happens when a company’s fiduciary responsibility conflicts with something else of value? And should investors divest from companies with morally-problematic track records? Lecture/discussion format. Gen Ed Arts and Humanities

PHIL- P242 Applied Ethics – Kevin Mills

This course is a philosophical exploration of some of the interesting moral dilemmas that may confront us in our own lives or as major social issues. This class does not presuppose any background in philosophy and will involve talking about moral dilemmas in a largely non-theoretical way. Non-theoretical does not mean non-rigorous; we will be reading with great care challenging works by philosophers. Topics to be examined include: pornography; abortion; animals; friendship; forgiveness; access to healthcare. The class aims to help students: (i) develop the skills needed to engage critically with the variety of moral dilemmas that may confront them in their lives; (ii) learn to recognize and have productive discussions in light of reasonable moral disagreement; (iii) develop critical reading and writing skills. Assessments will be based on exams, short writing assignments, and an essay of roughly ~1500 words. Students will be expected to come to class regularly, prepared to discuss the assigned reading, and may be penalized for failing to do so. Gen Ed Arts and Humanities

PHIL- P246 Introduction to Philosophy and Art – Sean Murphy

Art is valuable to us. We seek out museums when we visit new cities, or beautifully landscaped parks and gardens, because our experiences of such places and the objects they contain bring us pleasure, enliven our senses, and offer us new kinds of experiences. A major question we ask in the philosophy of art is how our engagements with works of art help facilitate a deeper understanding of ourselves, our societies, and our world in general. Thus we assume that it is possible that through our engagement with works of art we come to know new things about ourselves and our world. But what kind of knowledge is it that we acquire through experiencing works of art? And how is it that these artworks convey this knowledge to us? How do social and cultural factors impact how and what we come to know through art? We will seek out answers to these and related questions in both classical and contemporary philosophical work on art, from the thoughts of Plato and David Hume, up to contemporary reflections on avant-garde and conceptual art. Gen Ed Arts and Humanities

PHIL- P251 Intermediate Symbolic Logic – Jim Hutchinson

This course delves deeper into the issues broached in P250, Introduction to Symbolic Logic. We will focus on techniques (both semantic and syntactic) for determining whether or not arguments (both truth-functional and quantification) are valid. We begin with a tableau system for evaluating truth-functional arguments. We will prove that the system is sound, complete and decidable. We then move to a quantification language adequate for expressing complex statements involving many-place predicates (e.g., ‘x loves y’, ‘x is between y and z’). We will study symbolization, formal logical theories and model theoretic interpretation for such languages. We next introduce more expressive power into our formal language and formal theories by adding techniques for expressing functions and definite descriptions (e.g., the successor of x, the mother of x), and identity. At each stage we will investigate issues of decidability, soundness and completeness. We will also do a bit of modal logic. Time permitting, we will also spend some time on multi-valued logic and/or set theory. Prerequisite: P250. Gen Ed Natural & Mathematical Sciences

PHIL- P300 Philosophical Methods and Writing - Adam Leite

This course focuses on developing skills in philosophical writing, argumentation, and research. We will consider how philosophers defend their views, and students will practice incorporating various argumentative strategies into their writing. We will meet once weekly to discuss philosophical readings, and students will meet in pairs each week with an advanced graduate student to discuss their own philosophical work. The course topic will be personal identity. What makes you the same person as the child you once were? Sameness of body? Continuity of memory or of other psychological traits? Do imaginary scenarios of “body-swapping” show sameness of body to be irrelevant? Do you become a different person if you lose your memory or undergo radical personality change? This topic quickly expands from metaphysics to questions in philosophy of mind and ethics. It connects with our most fundamental concern about what it is to be a person and raises important questions about the role of imagination and “thought experiments” in philosophical methodology. Strongly recommended: at least one course in philosophy. Primarily intended for majors and minors in philosophy. College of Arts and Sciences Intensive Writing
**PHIL- P310 Topics in Metaphysics - Tim O'Connor**

Metaphysics aims to identify the fundamental constituents of reality, discern what they are like intrinsically, and understand how they 'hang together' in one overarching reality. We will consider questions such as these: 
*Is reality a deep unity, or is it just a collection of a whole lot of things? Is mind or matter the most fundamental reality? What is space? What is time? What is the nature of causation, the 'glue' that binds together events through time? Why is the world the way it is, and not some other way? (Why does anything exist at all?)* 
We will also contemplate a particular aspect of reality—ourselves—and ask: 
*What kind of things are we? In what sense are we the 'same' person over a lifetime of enormous physical and psychological change? What is it to be consciously aware, and how does consciousness relate to brain processes? What is free will, and do we have it?* Warning: this course is a mind-bending journey - few return unchanged.

**PHIL- P335 Phenomenology and Existentialism– David McCarty**

Here at last, folks, is the course in which you get to take such central philosophical questions as “What is the meaning of life?” and “Why is there something rather than nothing?” head on. In it, we will focus largely on famous existentialist philosophers (and one filmmaker)– Camus, Sartre, Heidegger, and Bergman—who proposed answers to those questions. However, 20th-Century phenomenologists will not be neglected. Specifically, we will be attempting close philosophical analyses of major creations by those thinkers and their allies. A principal goal will be to learn to think and write critically about various existentialist philosophies in their multiple interrelations.

**PHIL- P340 Classics in Ethics – Kate Abramson**

Major themes and fundamental theoretical commitments in the philosophical ethics of Aristotle, Hume, Kant and Mill. Our study of these disparate works in ethics will be unified by considering 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, or even that she would understand the justification of our moral practices in certain ways. *This is an advanced course. Students seeking an introduction to ethical theory should take P140 Introduction to Ethics. College of Arts and Sciences Intensive Writing*

**PHIL- P371 Philosophy of Religion – Kimberly Brewer**

Does the very existence of the universe, or the fact that it can sustain life, prove that there is a God? Does the pain and suffering of the innocent prove the contrary? In this course, we will examine a range of arguments for and against God's existence. We will also ask whether theistic belief could be rational even if the evidence does not support God's existence. Blaise Pascal, for instance, famously held that no argument could settle the question of whether God exists, yet claimed it remains rational to believe (‘to wager’) that God does. Through writing, discussion, and the careful analysis of texts, this course will deepen students' skills in the practice of philosophical reasoning and argument.

**PHIL- P401 Kant's Ethics – Allen Wood**


**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.

**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: phi1@indiana.edu.

www.philosophy.indiana.edu