Thinking Well in the World
by J. Patrick Wright ’15

On April 8, Wabash College was visited by Jeffrey Qualkinbush, an attorney at Barnes and Thornburg in Indianapolis, and a 1988 graduate of Wabash College. The purpose of the talk was to provide some inspiration to aspiring lawyers, as well as facilitate questions about the legal profession. Mr. Qualkinbush had a tremendous amount of experience to share about his career, from helping support local communities, to facilitating billion dollar projects such as the building of Lucas Oil Stadium and Conseco Fieldhouse. Despite these very impressive accomplishments there was one statement in the talk that really struck me; Qualkinbush claims that his experience at Wabash College was more instrumental to his development as a successful attorney than law school was. This would be an impressive statement coming from any practicing lawyer, but it was particularly striking coming from a graduate of the very prestigious University of Michigan Law School. His study of philosophy helped him gain a better understanding of arguments, and of the value of approaching an issue from as many perspectives as possible, he explained. The liberal arts education provided by Wabash College encourages students to solve problems by drawing upon knowledge from a number of different areas, while also employing a great deal of creativity. These are precisely the kinds of skills Mr. Qualkinbush employs every day in his practice. Much of Qualkinbush’s work deals with finances, yet he never took an economics class at Wabash, and only took a couple of business related classes in law school. For many this seems like a disadvantage, yet Qualkinbush has no regrets, and was able to quickly pick up on the economic aspects of his job, making good use of the academic flexibility Wabash College and philosophy had provided him. Jeff Qualkinbush has had the kind of success that most Wabash students dream of someday accomplishing. When most people think about Attorneys specializing in government bonds, they do not think about philosophy, yet Qualkinbush made it very clear that studying philosophy at Wabash College was integral to his success as a lawyer, as well as his development as a human being.

Undergraduate Ancient Philosophy Workshop!
Students from GLCA schools present on Plato’s Republic at Wabash!
November 20.
Keynote Speaker: Dr. Jacob Howland (Dr. Frank Howland’s brother!)

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Dr. Trott’s new book was released in November. Students, faculty and staff came out to celebrate. The book can be found in the library or at the Wabash Bookstore.

Wabash Philosophy Faculty
Dr. Cheryl Hughes
Dr. Glen Helman
Dr. Adriel M. Trott
Joining us next year:
Dr. Matthew Carlson
Dr. Jeffrey D. Gower
I am grateful for having had the opportunity to present my paper at Ball State, because it provided noticeable personal growth. Sounding a little silly in a class consisting of four other Wabash students is one thing, but presenting a philosophical argument to a room full of critics is a different experience entirely. It was a rare opportunity to test my mettle.

Presenting a paper to peers and professors is invaluable experience for any student wishing to pursue a graduate degree in philosophy. Many Ph.D. programs, for example, often favor students with a master's degree. Gaining experience with philosophical presentations and verbally defending or developing arguments is essential before pursuing a career in academia. This type of experience is the exact sort that Wabash prides itself on providing: we take careful measures to insure we offer opportunities necessary for future success.

Outside of graduate school, having our seniors take part in this is simply a nice way to wrap up four years of studying. We have "graduated", in a way, from writing papers merely for a class to writing papers that raise significant philosophical questions. I was very proud to have a professor from another College inform me that my paper had helped him think about his own work. My perspective had been useful to other people, and this conference helped me realize that.

While I will most likely not be pursuing a career as a philosopher, I feel confident in forming and defending complex arguments. This confidence is not the result of four years of paper writing. I have stood in front of a room filled with smart people, presented my case, defended it, and contributed to high quality philosophical discussions. Doing so required rigorous and sincere preparation, communication skills and critical thinking. These skills will undoubtedly prove useful as I embark on any career path, and something as simple as attending a philosophy conference is a great example of how Wabash prepares students for just about anything.

It was a busy year in the Philosophy Department. We welcomed Dr. Trott to the department and hired Drs. Carlson and Gower. Students participated in internships and undergraduate research conferences. Seniors presented on their work in public philosophy and the students in the philosophy of race class presented on racism and current events. One senior is attending law school, another is becoming an entrepreneur and another will be attending graduate school in philosophy. Dr. Trott's book came out and she presented at SREP. Dr. Hughes presented at the Central APA. Dr. Helman kept the helm as chair of the department. Dr. Helman will be on sabbatical next year and we'll miss him while he's gone. Next year we'll have full programing for the philosophy club, we'll be hosting the Undergraduate Ancient Philosophy Workshop and Dr. Jacob Howland will be our visiting speaker for the workshop (November 20, mark your calendar!).

Psst! Did you hear about the Philosophy Club?
Weekly Discussions * Special Events * Speakers * Ancient Philosophy Workshop * Get Involved!

In the first half of the Spring semester, Wabash senior philosophy majors composed a blog where students posted about how philosophy can be put to work in public space and popular culture. Check it out at www.wabashphilosophy.blogspot.com. We'll be using the website for announcements in the coming year.

Wabash Public Philosophy
Seniors at Wabash blog about philosophy and public life.

This is an exercise in public thought by philosophy students at Wabash College. The extended Wabash community and the public is invited to offer support, criticism or comments about possible implications of these views. Please understand that these posts represent a thinking process and we welcome your contribution to that process. The views expressed here belong to the student or faculty writer and not to this college.
Philosophy Majors Excel on Law School and Business School Entrance Exams!

The skills you are learning in your philosophy major—how to read a text closely and carefully, how to think critically and logically, how to understand a whole system of thought, how to write clearly and convincingly with sufficient justification—turn out to be just the skills you’ll need to do well in graduate and professional schools if the entrance exams are any evidence (which of course, as a philosophy major, you are now well-poised to argue over whether they are sufficient evidence!).

Mean LSAT and GMAT Scores by Undergraduate Major

<table>
<thead>
<tr>
<th>Major</th>
<th>LSAT</th>
<th>GMAT</th>
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<tbody>
<tr>
<td>Philosophy</td>
<td>137.8</td>
<td>510</td>
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<tr>
<td>Economics</td>
<td>127.4</td>
<td>590</td>
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<tr>
<td>Engineering</td>
<td>116.7</td>
<td>700</td>
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<tr>
<td>History</td>
<td>113.2</td>
<td>564</td>
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<tr>
<td>English Literature</td>
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<td>775</td>
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<tr>
<td>Biology</td>
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<td>Art History</td>
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<td>522</td>
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<td>Psychology</td>
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<td>511</td>
</tr>
<tr>
<td>Sociology</td>
<td>112.2</td>
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</tbody>
</table>

Summer Internship in Philosophy

by Michael Page Witczak ’14

Last summer, I was offered the chance to undertake a research internship with Dr. Cheryl Hughes in the philosophy department. This internship was not only extremely enjoyable, but it played a major role in determining what I might want to do with my life.

When I began the internship, I was fairly uncertain about my career plans. I have always been a pretty good student, so I had the inexcusable luxury of exploring a few different options. After spending only a few weeks working with Dr. Hughes, however, I knew that I was not done learning; I wanted to continue to go to school after Wabash. This became obvious to me because of how much I was enjoying the work. Each day, Dr. Hughes and I would sit down and discuss research I had conducted. We talked about how it might affect her work, how it might impact current social issues, or just why it was interesting. To me, this was philosophy in its very best form. We were exploring and learning, and I was invigorated.

The internship allowed me to get a taste of being a “professional” philosopher. I was able to work on my own paper while I helped Dr. Hughes conduct research for her project. Not only did we discuss her work, but Dr. Hughes was gracious enough to help me with my work.

I was able to think about what I wanted to think about, say what I wanted to say. There was not classroom guidelines or specific texts I had to use: it was up to me to try and share my own philosophy with other people. Needless to say, this experience was both rare and precious to me. Not many 21 year olds are given a chance to earn some money while doing what they love doing, especially when their interests involve philosophical writing.

Dr. Hughes and the opportunity she opened up for me is the epitome of what makes Wabash great. Internships like this one, even at Wabash, are not typically given to the humanities. Dr. Hughes afforded me an opportunity to do something very few undergraduate students get to do. I gained valuable experience with in-depth research and verbal communication. As a result, my ability to think and write philosophically grew exponentially. It helped me discover more about who I am as a person and what I want to do with my future. In short, thanks to Dr. Hughes and Wabash, I’ve taken a large step closer to the person I hope to become.

To me, this was philosophy in its very best form. We were exploring and learning, and I was invigorated.

The problem with Tal’s article is that he not only has a fundamental misunderstanding of how privilege works, but he also does not grasp what is meant when someone responds to an opinion of his with “check your privilege.”

What Tal seems to misunderstand about privilege is that privilege does not mean that you are exempt from doing any work, not always at least. Here’s how it works: being a part of a particular group gives you certain advantages which other groups do not get. This can act in many different ways and in many different areas. One can benefit economically, socially, authoritatively, etc. One simply has a set of assets which they can count on carrying around with them, kind of like an invisible knapsack. And in the aspect of wealth, which is one of the ways in which privilege can foster itself, privilege can be passed on from generation to generation. Furthermore wealth can get you access to better living conditions, healthier foods and lifestyles, and better educations. To simplify everything, the main idea when talking about privilege is not that privilege automatically grants you success; cont. on page 4.
On April 28, 2014, students from Philosophy of Race gave a public presentation on racism in current events and popular culture.

Fall Course Offerings:
PHIL 109 Philo Perspectives: Self-Reliance, MWF 1:10, Gower
PHIL 109 Philosophy of Friendship, MWF 2:10, Hughes 1/2
PHIL 109 Philosophy of Commerce, MWF 2:10, Hughes 1/2
PHIL 110 Philosophical Ethics, TTH 2:40, Hughes
PHIL 140 Ancient Philosophy, MWF, 9 AM, Trott
PHIL 269 Epistemology TTH 9:45 AM, Carlson
PHIL 270 Logic MWF 10 AM, Carlson
PHIL 272 Philosophy of Science, MWF 1:10 PM, Carlson
PHIL 299 Philosophy of Education, TTH 2:40 Seltzer-Kelly
PHIL 345 Continental Philosophy MWF 11 AM, Hughes
PHIL 449 Senior Seminar: Plato’s Republic, TTH 1:10, Trott

cont. from page 3.

it's that some people have to face obstacles which others will never have to face.

For example, we should examine Tal’s grandparents’ situation. Sure they came to America in the 1940’s and worked hard to succeed and Tal benefits from the wealth and success which they found. But had they not been white? Several things could have happened. They might not have been admitted to the country. They might have been put into internment camps if they were Japanese. And even if they were allowed to live freely in America, we can surely attest to the fact that in the 1940’s there were still a plethora of laws in place which openly discriminated against minorities (e.g. “between 1932 and 1962… 98% of FHA loans made during that era went to whites via the openly racist categories utilized in the agency’s official manual for appraisers.”) which made achieving success much more difficult for them.

Stemming from this new, better understanding of privilege, we can now examine what is meant by “check your privilege”, and why it should be checked. Tal may be speaking and stating opinions which come from very privileged backgrounds. His opinions on things, solutions to problems like national debt, and whatever else he may speak on may in fact turn out to be solutions which are detrimental to groups who are less privileged. I don’t know why Tal has been told “check your privilege” specifically; maybe he thinks the country should get rid of welfare, which would be devastating to those who are less privileged and perhaps, despite their hard work, unable to find a job which pays them adequately; maybe his male privilege causes him to think something like telling women to dress less sexually to avoid assault is ok.

I don’t know what Tal thinks, but in checking his privilege, he should acknowledge those who have not been as fortunate and may have a harder time achieving the same success which he has, and use this knowledge of how privilege works to shape his opinions and world view.