Please check the schedule in Genie for revisions. Confirm classroom assignments on the first day of class.

**PHI 111  Introduction to Philosophy**  2 sections: One LEC and one WEB
Dr. Rick Gallimore  
**M W**  
3:30 – 4:45  
**WEB:** Computer access required

Introduces students to the central problems, topics, and figures in western philosophy through a careful consideration of classical and contemporary readings. Non-western and continental philosophies are not covered in this course. Topics to be discussed include: the existence of God, knowledge and skepticism, the mind-body problem, consciousness and personal identity, and freedom and determinism. The format for the course is a mix of lecture and discussion. The primary goal is to enable students to think more critically about philosophical issues and their connections to everyday life.

**PHI 111  Introduction to Philosophy**  2 WEB sections  Writing Intensive  
Professor Jones  
**Fully online class – Computer access required**

For all we know, we could be in a Matrix world. At least, that is what some philosophers claim. Whether or not we agree with these philosophers, the claim depends on the assumption that there is a gap between appearance and reality, a gap, according to some, which cannot be closed. The problem of the gap between appearance and reality provides the frame-work for this introductory course. Within that framework, various epistemological questions will be addressed. Some of these include: Can we gain knowledge of the external world? Is there any knowledge of which we can be certain? Does science provide genuine knowledge? We will use a variety of tools to address these questions, including philosophical texts, movies and news articles, in which the key concepts and the problems under investigation are illustrated. Both sections are WI.

**PHI 115  Critical Thinking (Practical Reasoning)**  2 sections: One LEC and one WEB  
Professor Bottenberg  
**T Th**  
2:00 – 3:15  
OR  
**Fully online class – Computer access required**

This course covers an introductory survey of the various tools and methods that enable one to be a rational, critical thinker. It addresses the nature of rational arguments in general, an introduction to the basic elements of deductive reasoning, inductive reasoning, and inference to best explanation, the pitfalls of bogus reasoning and psychological biases, the nature of scientific reasoning, and adjudicating moral disputes. Successful students will hone the critical skills they already possess to become clearer, more careful, and more deliberate thinkers.

**PHI 115  Critical Thinking (Practical Reasoning)**  1 WEB section  
Dr. Adam Rosenfeld  
**Fully online class – Computer access required**

Students will develop the skills required to think rationally and for evaluating the quality of arguments in order to determine whether and the extent to which is well supported. They will practice critical evaluation of the arguments of others and be critical of their own thought processes in the construction of their own arguments. They will learn to discriminate between well-reasoned support and bogus reasoning so they are less likely to be fooled by bad arguments and less cynical about the power of public rational discourse.

**PHI 119  Introduction to Ethics**  2 LEC sections  
Staff TBA  
**MWF**  
10:00 – 10:50 OR 11:00 – 11:50

To be taught by new faculty member
PHI 121    Contemporary Moral Problems    2 WEB sections
Dr. Rick Gallimore    Fully online class – Computer access required

This course is a survey of moral issues that face contemporary society. Topics include human enhancement, war, terrorism, advertising ethics, and technological alienation. It will focus on student discussion of these moral questions and analysis of contemporary arguments.

PHI 121    Contemporary Moral Problems    2 LEC sections
Falcon    T Th 3:30 - 4:45 OR 5:00 – 6:15

We will discuss various moral issues that are topics of debate in society including morality of abortion, same-sex marriage, demands of poverty, etc. Course aims to familiarize students with various points of view that exist and explore how to think coherently about these and other issues, and learn to identify good and bad arguments.

PHI 121    Contemporary Moral Problems    2 WEB Sections
Michael Zimmerman    Computer access required

Readings on and discussion of contemporary moral problems, such as those posed by abortion, homosexuality, prostitution, cloning, war, capital punishment, euthanasia, and the treatment of animals.

PHI 220    Medical Ethics    2 LEC sections
Professor Gert    T Th 9:30 – 10:45 OR 11:00 – 12:15

The purpose of this course is to introduce students to some of the core ethical concepts relevant to discussions of medical ethics and to apply these concepts to central issues in contemporary medical ethics. Some of these concepts are competence, consent, and confidentiality, and some of the topics we will use these concepts to talk about are euthanasia, abortion, and the use of embryonic stem cells. During the course of the semester, we will see that even though there is substantial disagreement about some of these “hot button” issues, there is wide agreement among people (including health care professionals) about most of the factors that should be taken into account when dealing with specific cases. We will also see that having a clear view of the core concepts can make it easier to deal with the especially complex ethical issues which are so common in medical settings.

PHI 222    Ethics in the Computer Age    1 WEB section
Chris Metivier    Fully online class – Computer access required
OR

PHI 222    Ethics in the Computer Age    2 LEC sections
Dr. Joe Cole    T Th 9:30 - 10:45 OR 11:00 - 12:15

This course is a survey of specific moral problems that arise from the use and integration of computer technology in contemporary life. It will focus on specific problems, identifying stakeholders, and analyzing professional, ethical, legal, security, and social alternatives and consequences, as well as the historical impact of computer technology on individuals, organizations, and society.

PHI 251    History of Ancient Philosophy    2 sections: One LEC and One WEB
Dr. Adam Rosenfeld    T Th 2:00 – 3:15 OR WEB: Computer access required

This course surveys the beginnings of philosophy in ancient Greece, studying its gradual development through the Pre-Socratic philosophers, such as Thales, Heraclitus, and Parmenides. This early development culminates in the great philosophical systems of Plato and Aristotle, whose influential ideas will be analyzed and evaluated. The course concludes with the study of the three great systems of the Hellenistic period, Epicureanism, Stoicism, and Skepticism, and with the beginnings of Christian thought.
In this course, we look at philosophical responses to the question "What is Art?", explore the transformation of the discourse of aesthetics from the 18th c. sense of a "science of the senses" to matters of "taste", and investigate whether the two--a "science" of senses and matters of "taste" have wedded, thereby enabling aesthetics to act as media providing public perceptions that intervene in how we navigate our world within and outside of realms normally thought of as constituting domains of art and aesthetics: for example, in realms such as those of race, class, and gender.

An investigation into the nature of moral responsibility. Questions to be discussed include the following: What types of responsibility are there? When does someone have a legitimate excuse for wrongdoing? Does ignorance afford such an excuse? Does compulsion or mental disorder do so? What is the relation between responsibility and control? What is the relation between responsibility and character?

This course introduces students to central aspects of modern symbolic logic. Students will learn to translate natural language sentences into propositional and predicate logics respectively and to evaluate deductive arguments using proof methods such as natural derivation and truth tables.

This course explores philosophical questions concerning what science is and how it works, including the following: In what ways can we distinguish science from non-science/pseudo-science? Does science produce the "truth" about "reality," and can it even be expected to? To what extent is science independent of/situated within cultural context? How do theories from different scientific disciplines relate to one another? What is a scientific theory? A scientific model? A scientific explanation?

This course meets the requirement for Philosophy PreLaw majors. To be taught by new faculty member

Ever wonder how language lets us refer to stuff in the world? In his younger days, Ludwig Wittgenstein believed he found the answer…Language mirrors the world. What does that mean? And how would it help, anyway? Later, Wittgenstein didn’t just reject the answer – he rejected the question. Language bewitches us into thinking its job is to refer, but language doesn’t have one job. Together with the world, it lets us play a vast array of language-games. What is a language-game!?! Later, Wittgenstein says: Don’t ask: “What is belief?” Ask, “What are we doing when we talk about believing?” And don’t ask: “What is an emotion?” Ask, “How is the emotion language-game played?” To explore these and other questions about philosophy of language, mind, and psychology, join us for a seminar-style course that will involve reading, discussing, and writing about primary source material by Wittgenstein, Frege, Russell, and others.
The three great religions of the Western world, Judaism, Christianity, and Islam, are forms of ethical monotheism. These three share the core belief that there is only and one divine being and this divine being is a perfect or maximally great being. This course will focus on the key idea of God as a perfect or maximally great being, though attention will also be paid to other ideas of the divine. Our studies will include a consideration of (1) the extent to which our concepts of divine attributes can be analyzed or defined, (2) the coherence or intelligibility of those concepts, taken individually, and in combination, and (3) arguments or reasons put forward to prove or disprove, confirm or disconfirm, the existence of God, including the Cosmological Argument, the Ontological Argument, the Design Argument, religious and mystical experiences, and the Problem of Evil. On-line course - Computer-access required.

This course begins with a survey of major ethical theories and their application to the international business environment. We will then examine answers to questions such as: What is the purpose of the corporation? What obligations do corporations and business people have? How do we determine responsibility? What information should salespeople provide customers? When is an ad deceptive? When in Rome, shall we always conduct business the Roman way? Additional topics include discrimination in hiring, whistle blowing, workplace privacy, intellectual property, affirmative action, the environment, bribery, ethical challenges of globalization, and social justice. Special focus is given to analyzing real world cases in business ethics in non-western cultures.

Please refer to the online Undergraduate Catalog for complete registration information and major/minor requirements. See UNCGenie for your advisor, course listings, section numbers, prerequisites, etc. Days, times and instructors listed could change. Online degree completion students, please contact Prof. Rosenkrantz, g_rosenk@uncg.edu for advising.

FALL REGISTRATION BEGINS MARCH 27TH AND ENDS APRIL 11TH, BASED ON YOUR NUMBER OF COMPLETED CREDIT HOURS. IF YOU REGISTER AFTER APRIL 18TH, YOU’LL BE CHARGED A LATE FEE.

NEW/TRANSFER STUDENTS CAN REGISTER AFTER APRIL 19TH.